DOCUMENT RESUME

ED 127 896 HE 008 211

AUTHOR White, Katie Kinnard
TITLE An Analysis of the Process of Dismantling the Dual System of Public Higher Education as Related Specifically to Tennessee State University and the University of Tennessee in Nashville, Tennessee.
PUB DATE Jun 76
NOTE 178p.; Ph.D. Dissertation, Walden University

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS *Civil Rights; Discriminatory Legislation; Educational Legislation; *Equal Education; Equal Facilities; *Higher Education; *Negro Colleges; Negro Students; *Racial Segregation; *State Action; State Universities
IDENTIFIERS *Tennessee

ABSTRACT

The main objectives of the study were to determine: (1) the general status of predominantly black institutions in the total nationwide educational spectrum; (2) the historical information about Tennessee State University (TSU) and the University of Tennessee (UTN) pertinent to the dismantling controversy (Geier v. Dunn court case) in Nashville; (3) the plan being implemented in dealing with the dual system of public higher education in Nashville; (4) the general views of school administrators and state officials with regard to dismantling the dual system; and (5) the success of efforts to dismantle the dual system. It was found that the black colleges were rapidly losing status in the total nationwide educational spectrum and were educating a smaller percentage of college graduates than a few years ago. It was determined that there was no official plan for dealing with the dual system of public higher education in Nashville, and that school administrators and state officials did not have parallel views on dismantling. Most felt the dual system could not be handled adequately unless all higher education institutions in the state were equally involved. Follow-up studies are recommended. (Author/LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127896

ABSTRACT

AN ANALYSIS OF THE PROCESS OF DISMANTLING THE DUAL SYSTEM OF PUBLIC HIGHER EDUCATION AS RELATED SPECIFICALLY TO TENNESSEE STATE UNIVERSITY AND THE UNIVERSITY OF TENNESSEE IN NASHVILLE, TENNESSEE

by

Katie Kinnard White

BS, Tennessee State University, 1952
MS, Tennessee State University, 1959

Malcolm D. Williams, Ed. D., Advisor
Dean, School of Education, Tennessee State University
Nashville, Tennessee

A Dissertation submitted in partial fulfillment of
the requirements for the degree of
Doctor of Philosophy

Walden University
June, 1976

HE008211

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABSTRACT

The purpose of this study was to gather and analyze information concerning the process of dismantling the dual system of public higher education as related specifically to Tennessee State University (TSU) and the University of Tennessee at Nashville (UTN).

The main objectives of the study were to determine:

(1) The general status of predominantly black institutions in the total nationwide educational spectrum;

(2) The historical information about TSU and UTN pertinent to the dismantling controversy (Geier v. Dunn Court Case) in Nashville, Tennessee;

(3) The plan being implemented in dealing with the dual system of public higher education in Nashville, Tennessee;

(4) The general views of school administrators and State officials with regard to dismantling the dual system of public higher education in Nashville; and

(5) The success of efforts to dismantle the dual system of public higher education in Nashville.

Analysis of information concerning the status of black colleges indicated that the black colleges were rapidly losing status in the total nationwide educational spectrum and they were educating a smaller percentage of college graduates than was the case a few years earlier.

From information gathered, it was found that original missions of TSU (to educate Negroes in the State) and UTN (to provide education for working people--restricted to whites)

were quite different, however, these missions were altered when the court issued the order to desegregate.

From the data gathered, it was determined that there was no official plan for dealing with the dual system of public higher education in Nashville although portions of the Tennessee Higher Education Commission Plan were being implemented. This plan, however, was far from acceptable by many of the persons involved.

From analysis of information gathered through interviews, it was found that school administrators and State officials did not have parallel views on the best course to take in dismantling the dual system of public higher education in Nashville. However, most felt that the dual system of public higher education in Nashville could not be handled adequately unless all higher education institutions in the State were equally involved in the dismantling process. Further, the administrators and State officials felt that the dismantling controversy (Geier v. Dunn Court Case) had been in existence without resolution far too long and that the Judge should issue an order so that those involved would know whether they were or were not moving in an acceptable direction.

It is recommended that follow-ups of this study be made and that information obtained be utilized to improve the educational atmosphere in the State of Tennessee.

AN ANALYSIS OF THE PROCESS OF DISMANTLING THE DUAL SYSTEM OF PUBLIC HIGHER EDUCATION AS RELATED SPECIFICALLY TO TENNESSEE STATE UNIVERSITY AND THE UNIVERSITY OF TENNESSEE IN NASHVILLE, TENNESSEE

by

Katie Kinnard White

BS, Tennessee State University, 1952
MS, Tennessee State University, 1959

M. D. Williams

Malcolm D. Williams, Ed. D., Advisor
Dean, School of Education, Tennessee State University
Nashville, Tennessee

A Dissertation submitted in partial fulfillment of
the requirements for the degree of
Doctor of Philosophy

Walden University
June, 1976

ACKNOWLEDGEMENT

The writer wishes to express appreciation to her research advisor, Dr. Malcolm D. Williams, for his guidance, patience, and unselfish supervision during the time that this study was being done. Also, the writer wishes to express appreciation to Dr. Neal Berte who assisted in refining the research subject and maintained a continued interest during the time that the research was in progress.

K.K.W.

DEDICATION

Dedicated to my dear husband, Joseph C. White, and to my two daughters, Jolette Victoreen and Angela Kay, who were tremendously neglected and who made many personal sacrifices while this study was in progress.

K. K. W.

TABLE OF CONTENTS

CHAPTER		PAGE
	Acknowledgement	iv
	Dedication	v
I.	INTRODUCTION	1
	The Problem	2
	Statement of the Problem	2
	Assumptions	3
	Limitations of the Study	4
	Method of Procedure	5
	Significance of the Study	5
II.	GENERAL STATUS OF PREDOMINANTLY BLACK INSTITUTIONS IN THE TOTAL EDUCATIONAL SPECTRUM	7
III.	HISTORICAL BACKGROUND AND REVIEW OF PERTINENT FACTORS SPECIFICALLY AFFECTING THE TENNESSEE STATE UNIVERSITY-UNIVERSITY OF TENNESSEE, NASHVILLE DISMANTLING CONTROVERSY	34
	Governance Structure of Tennessee's Educational System	34
	The Development and Purpose of Tennessee State University and University of Tennessee, Nashville	35
	An Identification of the Geier v. Dunn Court Case and a Chronology of Major Events in the Case	41
	The State of Tennessee's Plan for Further Desegregation of Tennessee State University and Some Results of the Plan	48
	Opinions and Comments by School Administrators and State Officials on the TSU-UTN Dismantling Controversy	51
IV.	ANALYSIS OF DATA, CONCLUSIONS AND RECOMMENDATIONS	81
	Analysis of Data	81
	Conclusions	95

CHAPTER PAGE

Recommendations 97

BIBLIOGRAPHY 100

Books 100

Publications of the Government and Other Organizations 101

Periodicals 101

Unpublished Materials 101

Court Citations 102

APPENDIX

A. PLAN FOR ACHIEVING MEANINGFUL DESEGREGATION OF PUBLIC COLLEGES AND UNIVERSITIES IN TENNESSEE AND FOR ABOLISHING A DUAL SYSTEM OF HIGHER EDUCATION 105

B. PLAN FOR FURTHER DESEGREGATION OF TENNESSEE STATE IN THE FALL OF 1972 120

C. INTERVIEW SHEET 137

D. TSU FACULTY SENATE CRITIQUE OF STATE'S PLAN 139

E. RESPONSE OF TENNESSEE STATE UNIVERSITY TO THE COURT ORDER OF FEBRUARY 3, 1972 IN GEIER V. DUNN CASE 154

CHAPTER I

INTRODUCTION

Since the 1954 Supreme Court decision, Brown v. Board of Education, there have been numerous efforts to implement desegregation in public education. The task has been involved, and most activity has centered around public schools, grades one through twelve. Recently, however, there has been a focus on integration in higher education.

Generally, integration in higher education is difficult to achieve since many institutions of higher learning have a long history of separatism. The older state institutions were originally for whites. Blacks were denied access to higher education in these state institutions. Some years later, however, state institutions were established for education of Negroes and such institutions have remained predominantly black, while the original state institutions that refused admittance to blacks, have remained predominantly white institutions with few exceptions.

Through the years many states have done little to change the basically segregated pattern of higher education. Recently, however, there have been orders by the courts for certain states to dismantle the dual system of public higher education.

This study was undertaken in order that one such case (where a state was ordered to dismantle its dual system of higher education) could be investigated closely, the findings analyzed and results reported. Perhaps this could serve as a guide to other states that may desire to accomplish a similar

task relative to their educational systems. A further reason for this investigation was the desire that those involved in an effort to dismantle a dual system of higher education might receive a better and clearer perspective concerning their immediate task.

THE PROBLEM

Statement of the Problem

The purpose of this investigation was to gather and analyze information concerning the process of dismantling the dual system of public higher education as related specifically to Tennessee State University (TSU) and the University of Tennessee at Nashville (UTN).

Sub-Problems. More specifically, this study was designed to answer the following questions pertaining to the dismantling of the dual system of public higher education in Tennessee:

1. What is the general status of predominantly black institutions in the United States as related to the total nationwide educational spectrum?
2. What historical information about TSU and UTN is pertinent to the dismantling controversy (Geier v. Dunn Court Case) in Nashville, Tennessee?
3. What plan for dealing with the dual system of public higher education in Nashville, Tennessee is being implemented and what are some general characteristics of that plan?

4. How have school administrators and State officials generally viewed the dismantling of the dual system of public higher education in Nashville, Tennessee as related specifically to TSU and UTN?

5. How successful have the efforts been to dismantle the dual system of public higher education in Nashville, Tennessee?

6. What recommendations have been offered regarding the dismantling of public higher education in Nashville, Tennessee?

Assumptions

It was assumed that the process of dismantling the dual system of public higher education in Nashville is a complicated task with political overtones.

It was assumed that the court order issued by Judge Frank Gray, Jr. is legally binding upon the State.

It was assumed that the problems posed in dismantling a dual system of public higher education are not necessarily unique to Nashville, Tennessee.

It was assumed that any course of action taken by the State regarding the dismantling of the dual system of public higher education must be consistent with the order given by Judge Gray, Jr.

It was assumed that the process of dismantling any dual system of higher education will meet with some resistance from various sectors of the community.

It was assumed that the plan for the complete dismantling

of the dual system of public higher education in Nashville will benefit the total educational system in the State in terms of the best use of limited resources and the securing of public support for higher education in the State.

Limitations of the Study

The study was limited to:

1. the two tax supported institutions of higher education at Nashville, Tennessee, that offer degree granting programs at the undergraduate level, these being TSU and UTN.

2. the background information, trends in higher education and basic Supreme Court decisions that led directly or indirectly to the initial court order given by Judge Frank Gray, Jr. on August 3, 1968 which required that the State of Tennessee dismantle its dual system of public higher education with specific attention to TSU.

3. the characteristics and historical data of the institutions involved that have a direct and significant effect upon the plan for dismantling the dual system of public higher education in Nashville.

4. an analysis of the State's plan for dismantling the dual system of public higher education in Tennessee as it existed prior to January 1, 1973.

5. the stages of implementation of the State's plan for dismantling the dual system of public higher education prior to January 1, 1973.

6. the descriptive aspects of the problem secured through the use of interview techniques that did not lend themselves to statistical analysis.

Method of Procedure

Interviews were held with appropriate individuals involved in the process of dismantling the dual system of public higher education in Nashville, Tennessee including administrators, faculty representatives, representatives of the Tennessee Commission on Higher Education and other appropriate persons.

Articles concerning the status of predominantly black institutions in the total educational spectrum and reports of the Higher Education Commission in Tennessee were examined and analyzed. The same was done relative to background information, court decisions and court orders that have led to and/or affected the dismantling of the dual system of higher education in the public institutions of Nashville, Tennessee.

The findings were carefully analyzed, organized, and recorded.

Significance of the Study

Through this study, it was hoped that some insights should be gained that could positively affect the process of dismantling the dual system of public higher education in Nashville, Tennessee and possibly serve as a guide to other school districts and/or states faced with similar

tasks in education.

In an era of clearly limited financial resources for higher education, it was felt that the study would demonstrate how resources available for higher education could be used more efficiently and effectively and thus lead to a reinforcement of public support of higher education.

It was assumed that some insights for dismantling the dual system of public higher education in Nashville, Tennessee would emerge from this investigation.

CHAPTER II

GENERAL STATUS OF PREDOMINANTLY BLACK INSTITUTIONS IN THE TOTAL EDUCATIONAL SPECTRUM

It is generally known that the predominantly black state supported colleges and universities that were created for the purpose of educating Negroes are slowly and surely declining in number. Some of those that remain have shown significant increases in non-black enrollment, a few to the point that white students outnumber blacks, and as a result, they are moving into control of the formerly all black institutions. Hence, there is evidence that the black state supported schools are losing their identity as they fight for survival.

Blacks are becoming more and more concerned about the status of the institutions that were historically created especially for them during the years that segregation was an accepted and lawful way of life. During those years, so called "separate but equal" facilities and appropriations were provided for white and black education, grade one through graduate school. Although separate, it is known that these appropriations were far from equal. Slater (1972) indicated that an examination of the historical events surrounding public education reveals that before 1954, certain schools (those set aside for blacks) were neglected, isolated, under supported and denied the physical and financial resources for development consistent with that of their white counterparts.

Holsendolph (1971) compared predominantly black public colleges with the predominantly white public colleges indicating that stiff competition is being encountered by black schools as they strive to remain viable. Further, he noted how desegregation and changes in educational policies have affected the position and general status of the black schools in higher education as related to the total educational spectrum.

Many factors have historically affected the education of blacks in the United States. Supreme Court decisions, however have probably had the most far reaching consequences as they have served as mandates to the society and have determined, to some extent, the direction of events that bear heavily on education.

The Nineteenth Century decision for "separate but equal" educational offerings possibly had its genesis in the 1896 Plessy v. Ferguson Case which resulted in the United States Supreme Court upholding the validity of a state statute in Louisiana that provided for "separate but equal" accomodations for white and colored passengers on railroad trains.

During the time of the Plessy v. Ferguson Case, funds were limited in most states but no one in the political hierarchy worried about the duplicity of educational offerings even in the poorest of states. The politicians who were for the most part white, felt themselves insulated against criticism for duplicated educational offerings because of the historic Plessy v. Ferguson Case. Thus, the public schools lay perfect victim to the Plessy v. Ferguson decision. Politicians

and educators seemed justified in denying blacks access to education available to the whites and separate appropriations to support black institutions seemed better than the total absence of educational offerings to the black populace. Duplicity of educational offerings was a matter of local choice and was dictated by local politicians (selected by the voting citizenry) who were responsible for the general laws and legislation that controlled the educational offerings available to both blacks and whites.

For years, no significant steps were made to destory the so called "separate but equal" educational systems that existed in many parts of this country. During these years, little thought was given to the real value and role of black institutions of higher learning. Both the black public and the black private colleges maintained a well entrenched and identifiable position in the educational arena. Virtually all blacks educated in the South attended either a black public or a black private college. Few other options were open to the average black student before 1954.

After the historic 1954 Supreme Court Decision (Brown v. Board of Education) in which school segregation was struck down, there have been efforts by some individuals, politicians and concerned groups to destroy all vestiges of segregation in education. The desegregation movement has been more apparent in public elementary and high schools than in colleges. One reason is the power of local Boards of Education to determine, for the most part, where children will attend school if they are to be educated in the public tax supported schools.

Though state colleges and universities receive funds to educate the citizens of a state, the state itself cannot dictate where the college student will receive his academic training. The choice is dictated by the student's desires and/or his qualifications. Thus, desegregation at the college level is nebulous and difficult to implement.

Nonetheless, the 1954 Supreme Court decision was explicit and ordered that public schools were to desegregate. Institutions of higher learning were not excluded and, therefore were to comply with the decision of the court. The decision left no doubt about its legality as is evidenced in the following excerpt from the 1954 Court decision (Supreme Court, 1954; Brown v. Board of Education).

> That communities must desegregate their public schools is no longer a matter of local choice or moral consideration. It is a matter of legal fact.

Berman (1966) elaborated on the 1954 Brown v. Board of Education Case revealing that many people believed that the Supreme Court decision to strike down the legality of "separate but equal" facilities in public education was based solely on Brown against the Board of Education in Kansas. However this was not the case. According to Berman (1966), the Supreme Court ruled on four cases in May of 1954, rendering judgment on a common legal question by presenting a consolidated opinion.

According to Blaustein and Ferguson (1962), in addition to the Brown case, the May 1954 decision involved appeals in the cases of Briggs v. Elliott in South Carolina, Davis v.

Prince Edward County School Board in Virginia, and Gabhart v. Belton in Delaware.

The common factors in the four cases involved in the 1954 ruling was the question of whether "separate but equal" facilities in the public schools really represented equality. The concluding statement of the Brown decision (Supreme Court 1954, Brown v. Board of Education) states clearly that they did not:

> We conclude that in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the Fourteenth Amendment.

The Supreme Court Decision in the Brown case remained eclipsed for almost a year before arguments on implementation of the decision were begun.

According to Berman (1966), debate in the United States Senate over approval of a New Supreme Court Justice contributed to the delay. Justice Jackson died in October of 1954, and President Eisenhower selected as his replacement, a man whose very name made him a symbol of racial equality. The new nominee, John Marshall Harlan, was the grandson of the Justice who cast the sole dissenting vote in the Plessy Case of 1896. The irony of the choice did not set well with many legislators from the South and southern members of the Senate dramatized their displeasure by delaying confirmation. When action finally was taken, nine of the eleven votes against Harlan came from Southern Democrats.

At the time of the Brown decision, Tennessee was among the many states maintaining segregated schools by law and the state was not anxious to change its laws.

The United States Supreme Court rendered its judgement on implementing the Brown decision on May 31, 1955.

According to Sayler, Bayer and Gooding (1969), the Court specified no deadline date for school desegregation. It required only that a "good faith" start be made in the transition from segregated to desegregated schools, with compliance to be accomplished with "all deliberate speed."

It seemed evident that the implementation process would be lengthy. The Court obviously recognized that segregation in schools had been practiced so long that it was deeply woven in the fabric of the nation and a demand for immediate compliance might have resulted in a directive that could have possibly been unenforceable.

Following the 1955 Implementation Order by the Supreme Court, little was done in school desegregation and the pace for implementation was very slow. Some states tried various methods to avoid, delay or modify the effect of the Court ruling in elementary and secondary schools that were threatened with desegregation and provided tuition grants which could be used to pay tuition for private schools. Obviously, such moves contributed to the very slow pace of school desegregation in some areas following the 1955 Implementation Order.

On the other hand, there were efforts by many state legislators, particularly in the area of higher education, to really

equalize the schools by getting more finance channeled into black institutions that had, for years, lived under the "separate but equal" farce which was really separate and very unequal.

It was reported in the news media that Jimmy Burns, (a former Supreme Court Justice), had observed that putting more money in the Negro schools to make them really equal was 75 years too late.

It became obvious that no matter how much money was being allocated to the previously all black institutions, instant equality was practically impossible.

Some educators began to wonder if they should support any black colleges at all. The usefulness of black colleges was being seriously questioned. Tom McGrath (a former United States Commissioner of Education), however, felt that the black schools should definitely remain.

Some years after the 1955 Implementation Order and behind all of the modifications in attitudes regarding black schools, there was little change in the enrollment pattern of black schools across the country.

The momentum for increasing the rate of desegregation in the schools was provided by Congress when the Civil Rights Act of 1964 was passed. The 1964 Civil Rights Act stated that:

> ...The Attorney General is authorized...to bring desegregation suits against school boards or public colleges under the same conditions as he may bring suit against segregation in other public facilities...

A provision of this act gave the United States Department of Health, Education and Welfare the power to withhold

federal funds from school districts that practiced discrimination. The Justice Department was authorized to initiate court suits against school districts it found lagging in desegregation efforts.

Since 1964, desegregation of schools has moved rather rapidly in a comparative sense. There have been many suits and subsequent court orders for certain school districts to desegregate schools. The public colleges and universities have situations that differ dramatically from public elementary and secondary schools as students are at liberty to select their own college or university with no assignment power being exercised by politicians or local boards of education.

The once "all white institutions" and the once "all black institutions" existed harmoniously before 1964 with little threat of either losing identity or dying. The situation now is not quite the same as it was prior to 1964. Since that time, legislators, state boards of education and the general citizenry have begun to see the absurdity of duplicated educational offerings in the state colleges and universities.

During the past few years, there has been a dramatic change in the educational offerings available to black college students. All white institutions have begun to actively recruit blacks and to provide handsome scholarships to the black applicant. Many schools have used open admissions, made modifications in curricular requirements, and set up remedial programs in order to attract black students. These changes have slowly siphoned off black students from black institutions and enrollment patterns

have drastically changed. A much lower percentage of blacks are now enrolling in black institutions and the once all white schools are profiting from this trend. Since doors are now open to blacks at the larger white schools that usually offer more varied and flexible programs, blacks are enrolling at these once all white institutions in large numbers. Many black students enroll in the once all white schools because of the close proximity of the white institutions as opposed to the proximity of a black college. This means that the once rich flow of black students into black institutions is diminishing and whites, for the most part, are not rapidly enrolling in the once all black colleges to fill the void being left by the exit of so many blacks. Thus, black colleges are in much trouble and are struggling against undesirable odds for their continued existence. Several interesting facts are found in recent reports and investigations concerning the black colleges and how they fit into the total educational spectrum.

In an article by Slater (1972), it was observed that

> Before the "separate but equal" farce, before 1954 and Brown v. Board of Education, before the current fabricated agony over busing--before any of it, there was the black state-supported college. And now after nearly a century of providing higher education for tens of thousands of black youths denied access to white universities, after opening faculty positions and administrative posts to thousands of blacks who could not find similar employment in white institutions, after supplying much of the human ammunition for the sit-ins and the civil rights movement of the '60s--after all of these things, the black public college is now in danger of losing its identity and, in some cases, is being dismantled at a rate faster than our sluggish

sense of priorities can grasp [p. 92].

The black college has served as a focal point to the black community for upgrading not only the education of its constituency, but it has also served as a rich resource for the development of black pride, a foundation for improved economic conditions in the black race, the stepping stone for scores of blacks who have entered a multiplicity of professions, a springboard for many black athletes to enter the sports world, and a source of power and expertise for effecting change in certain demeaning life styles in the society. Since it is obvious that black colleges have had a towering influence on the progress made by the black race, and often the black college was the genesis of change in the patterns of society, it hardly seems sensible to erase such important institutions from existence as there is, at present, nothing that could satisfactorily replace the black college and the positive image that it offers the black student and black community. In spite of this, the black colleges are struggling desperately for survival in white oriented America.

Integration, mergers, insufficient finance, loss of faculty to white institutions and industry, new white competition, claims for tightening state budgets by legislators, creation of the two-year community college, and obvious bigotry are among the agents responsible for the dim future that threatens the black institutions of higher learning.

According to Slater (1972), "Black faculty members and administrators are in danger of losing their posts and black

youths may lose one more access to a college education [p. 92]."

It could be said that black colleges are no longer needed as most of them were born of racial inequity, most are smaller and have less varied programs than their white counterparts, virtually all have less money for operation and they still bear many of the handicaps that they inherited from neglect before the days of integration. Nevertheless, many educators contend that these institutions are worth saving at almost any cost. Holsendolph (1971) had the following reaction concerning black colleges:

> The lowering of racial barriers in the U. S. during the past two decades has had one paradoxically perverse effect. It has clouded the future of the institutions that...have borne...the burden of educating the teachers, lawyers, ministers, and other leaders of black America. Now the colleges...are in serious trouble, and the continued existence of many of them is in serious doubt....
>
> The most immediate problem faced by the black college is financial.... For the first time they are finding themselves in competition with traditionally white colleges. They must improve their facilities, increase faculty salaries, and provide more financial aid for students if they are to keep qualified teachers and attract well-prepared high-school graduates. In 1964 more than 50 percent of all black college students attended black institutions; by last year (1970) the figure had fallen to about one-third....
>
> All of these developments mean additional costs for the black colleges at a time when they are already hard pressed. But for a variety of special reasons,...the need for black colleges has not diminished and, indeed, can be expected to grow enormously--if the colleges survive [p. 104].

The Carnegie Commission (1971) reported that there are special financial problems for colleges founded for Negroes and that these colleges need much support from federal and state governments because they have:

1. heavy burdens for student financial assistance
2. low faculty salaries
3. a need for special funds to conduct compensatory instructions and to give services to school teachers and the community
4. a need to overcome the cumulative effects of underfinancing that characterizes their history
5. a need to expand programs beyond the historic emphasis of teacher education [p. 3].

In its report, the Carnegie Commission (1971) further observed that:

> The colleges founded for Negroes are in a period of intense transition. They realize the gravity of the problems they face as they enter into wider competition.... American society must similarly respond with greater commitment and financial support...during the coming decade when major efforts must be made to transform the colleges founded for Negroes into fully viable institutions within the mainstream of American higher education. Few institutions...face both deeper challenges to their survival and greater opportunities for service than the colleges founded for Negroes. Segregated society was forced upon black Americans. It compelled the black community and some states to establish and maintain separate educational institutions. Today, despite their history of isolation, society now expects these institutions to meet stern competition within the broad spectrum of higher education generally. Neither the older separation nor the newer competition is easy [p. 4].

Several questions are eminent in the minds of those who are interested in the future of the black colleges. Some key questions posed by Holsendolph (1972) are: "Should there be black colleges at all and should they be saved at any price? Has history by passed the black colleges [p. 104]?"

One noted black, Dr. Kenneth Clark, an outstanding social psychologist and a member of the Board of Trustees of Howard University in Washington, D. C., feels that black colleges

are outmoded relics of past generations and these schools should no longer remain as separatist institutions.

Holsendolph (1972) reported the following reaction from Dr. Kenneth Clark regarding the perpetuation of black colleges:

> 'I'm not in favor of black colleges,...you can only have black colleges if you accept the absurdity of racism....I happen to take education seriously, and I think its purpose is to broaden people away from the institutionalzation of racism. Education is much more important than baseball. We did something about black leagues--we now have major leagues. Why can't we do the same with education?...Does it stimulate creativity? Not, is it black [p. 104]?'

Holsendolph believes strongly, however, that black colleges should be preserved and strengthened. He stated that

> Despite their handicaps, the schools have succeeded in training a major share of the educated blacks... and they will need to continue that role for the foreseeable future [p. 104].

In an argument for the continuance of black colleges, the Carnegie Commission (1971) presented the following ideas and observations:

> The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks...and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans [p. 11].

Out of the 35 public colleges and universities that were created to serve black people, 33 are included on the list kept by the Office for the Advancement of Public Negro Colleges. The two not included are Maryland State (now a branch campus of the University of Maryland--University of Maryland-

Eastern Shore) and Bluefield State (now a majority white institution). Two others, Lincoln University and West Virginia State also have a majority of white students and obviously will no longer be regarded as Negro Colleges.

Delaware State, Kentucky State and Bowie State have white enrollments at or above 30% and will likely become majority white soon if the present trend continues. Arkansas AM & N has been merged with the University of Arkansas and is called The University of Arkansas at Pine Bluff while Prairie View A & M College is a part of the Texas AM & N University administrative structure.

The obvious trend is the elimination of the black college as an autonomous structure, though 26 of the 35 still seem to remain basically the same as they have been across the years. Nonetheless, the following observations were made by Egerton (1971) who did an extensive study on black public colleges:

> No less than 14...have direct competition from predominantly white state institutions located in the same cities and towns and at least three others are within easy commuting distance of a white college. The 14 that exist virtually side by side with mostly white schools provide a vivid illustration of the inequities built into the 'separate but equal' doctrine. In almost every case, the black school was there first; in at least seven instances, the state has created the 'white competition' in the past four or five years. In every situation, the schools duplicate some courses and draw funds from the same public treasury. They represent a costly perpetuation of the dual system of higher education [p. 6].

Egerton (1971) listed the names and locations of the 14 black public colleges and universities and the predominantly white state schools in direct competition with these black colleges. The listing, as given by Egerton (1971), (with en-

rollment by race for fall 1970 shown in parentheses) follows:

> Huntsville, Ala.--Alabama A & M University (1,880 blacks, 50 whites) and the University of Alabama at Huntsville (10 blacks, 958 whites).
>
> Montgomery, Ala.--Alabama State University (2,286 blacks, 3 whites) and a new branch of Auburn University (4 blacks, 271 whites).
>
> Tallahassee, Fla.--Florida A & M University (3,841 blacks, 58 whites) and Florida State University (269 blacks, 12,040 whites).
>
> Albany, Ga.--Albany State College (1,834 blacks, 10 whites) and Albany Junior College (87 blacks, 885 whites).
>
> Savannah Ga.--Savannah State College (2,184 blacks, 20 whites) and Armstrong State College (37 blacks, 1,236 whites).
>
> Grambling and Ruston, La. (about five miles apart) --Grambling College (3,644 blacks, 29 whites) and Louisiana Tech University (392 blacks, 6,167 whites).
>
> Baton Rouge, New Orleans and Shreveport, La.--Southern University (11,753 students, fewer than 50 of them white) and Louisiana State University (1,147 blacks, 19,749 whites).
>
> Baltimore, Md.--Morgan State College (3,674 blacks, 137 whites), Coppin State College (1,163 blacks, 50 whites), Towson State College (161 blacks, 5,335 whites), and the University of Maryland-Baltimore County (153 blacks, 2,600 whites).
>
> Greensboro, N. C.--North Carolina A & T State University (3,338 blacks, 14 whites) and the University of North Carolina at Greensboro (146 blacks, 4,473 whites).
>
> Nashville, Tenn.--Tennessee State University (3,774 blacks, 11 whites) and the University of Tennessee-Nashville (32 blacks, 433 whites).
>
> Houston, Tex.--Texas Southern University (3,568 blacks, 38 whites) and the University of Houston (363 blacks, 12,523 whites).
>
> Norfolk, Va.--Norfolk State College (4,075 blacks, 42 whites) and Old Dominion University (91 blacks, 5,413 whites).
>
> Petersburg, Va.--Virginia State College (2,158 blacks, 30 whites) and Richard Bland Community College (5 blacks, 538 whites) pp. [6-7].

Egerton (1971) clearly explained that:

> Because of their state support and their proximity to each other, the institutions...are the most visible remaining illustrations of what dualism is all about. The Southern-LSU campuses...have been duplicated...in Baton Rouge...New Orleans and Shreveport as well. And in...nine of the cities--Huntsville,

> Montgomery, Albany, Savannah, Baltimore, Greensboro, Nashville, Houston and Petersburg--the states have either created new institutions or converted private ones to public support. The effect has been to avoid developing the black schools as integrated institutions on a par with the rest of the system [p. 7].

Possibly the most agonizing case surrounding black institutions is the case involving Arkansas AM & N. State legislators in Arkansas swiftly passed a bill to merge AM & N with the University of Arkansas and there are no safeguards that black teachers and administrators will not be forced out of the institution and nothing to indicate that academic standards will not be changed upward in an effort to exclude disadvantaged blacks. Dr. Lawrence Davis, the former president of that college, considers the merger with the University of Arkansas as death to Arkansas AM & N. Dr. Davis also theorized that the school would soon become predominantly white.

Slater (1972) elaborated on the reaction by Dr. Davis to the Arkansas AM & N situation in which Dr. Davis expressed the feeling that inevitably Arkansas AM & N would become predominantly white. Slater further observed that whites feel they must control any institution which white people attend in large numbers.

Egerton (1971) indicated that black colleges and universitites created to provide higher education for blacks were never really equal as was proclaimed. The colleges created for Negroes have never been able to achieve true parity with institutions created for whites because black schools have

never been provided with the support and resources needed for such equitable development. There is the theory that states are not committed to a guarantee of equality for any black institutions. The suggestion is that as long as Negro colleges are black-led and black-populated, the white dominated state governments and white oriented systems of higher education do not intend to do what is necessary to bring black colleges to full equity.

It has been suggested that not only local aid, but federal aid as well, is being distributed inequitably in public higher education. Holsendolph (1971) indicated that black public colleges are scandalously under-supported although spending has increased recently. Nevertheless, they are still not receiving their fair share of state and federal monies. The white public schools generally enroll about five and a half times as many students as the black public institutions but the white public schools receive, in combined federal and state aid, more than nine times the aid given to black land grant colleges. While all of this is happening, the black colleges are being put in competition with new white colleges that are being opened near the black schools. Holsendolph referred specifically to the new branch of the University of Tennessee in Nashville where traditionally black Tennessee State has existed since 1912. Other situations involving the creation of white competition for black schools were mentioned and this type development seems to assure continued separate and unequal opportunities. The govern-

ment has been referred to as a cooperative agency in such endeavors as it cooperates in the financing of many of the new white schools. Further, there is a strong chance that black schools will later be put out of business and replaced by the white schools.

Holsendolph (1971) posed the unanswered question which is, "Why cannot the states upgrade the...black schools and make them powerful, comprehensive public universities that would...appeal to all students, regardless of race [p. 120]?"

Rather than making the black schools powerful comprehensive institutions, the prevailing pattern seems to be geared toward the ultimate demise of the black college. Egerton (1971) stated bluntly that:

> ...there is a blueprint to get rid of black institutions. We're not talking about integration but disintegration, not...merger, but submerger, not...equity but inequity [p. 5].

In spite of much evidence that points toward the death of the black college, all of them are not yet in serious trouble, nor do all oppose integration by merger.

Slater (1972) made it clear that some of the nation's black public colleges are welcoming mergers as a means of assuring survival for their colleges. A few administrators of black colleges feel that annexation or merger has made their institutions become academically and financially stronger. Certain administrators of black public colleges indicate that there are more advantages and positive elements in merging than in maintaining a separate institution. Maryland State is one case in point and this school is reported to have

received much more money and more facilities since its merger with Maryland State University.

Slater (1972) also reported that some black public colleges seemingly remain unchallenged by integration moves, some of these colleges being Cheyney State, Grambling and Alcorn A & M. These schools, along with a few others, have been improved academically in the past few months through the use of generous grants from private and federal sources.

In spite of these positive developments, there still seems to be reason to justify the prevailing concern about black colleges. Slater (1972) presented a synopsis of three cases which seems to add to the evidence that there is little hope for the future of the black public college. He made the following report concerning these three cases:

> Fort Valley (Ga.) State College. In an obvious act of reprisal, the city...filed a federal suit seeking to force the integration of Fort Valley State College whose student voters put blacks in control of city elections. The suit,...asked the federal government to require the Georgia Board of Regents to convert Fort Valley State into a "racially unidentifiable school" (i.e., destroy the college's black identity), so that the presence of black student voters would not dilute the political strength of the city's white residents.
>
> Tennessee State University. ...the Tennessee General Assembly passed legislation converting a Nashville night school into a new University of Tennessee at Nashville...to compete directly with the nearby, predominantly black Tennessee State University. In another move to weaken TSU, state education officials decreed that the school would double its white faculty and triple its white student body.... There has been no similar mandate forcing the new UT-N to double its black faculty or increase its black student enrollment.... UT-N continues to duplicate the facilities offered by TSU, which has been in Nashville since 1912.

> Florida A & M University. For...five years, Florida's state educators and state officials have been attempting to dissolve or change Florida A & M University which has some 5,000 students. When segregation was the order of the day, white state officials evidenced little or no public concern about the wasteful duplication of having two state universities...side-by-side.... But now that desegregation has arrived, legislators have "discovered" that it is economically impractical to support both FAMU and the largely white Florida State University. Since 1967,...attempts have been made to 1) abolish FAMU altogether, 2) make it into a semi-autonomous satellite of FSU, 3) merge it with FSU, and 4) change it into an undergraduate institution concentrating on specialities not offered at FSU... The issue of FAMU's liquidation still hangs in the air....[pp. 94-95].

If certain states finally dismantle their dual system of higher education, it will probably be because of court action. There is definite evidence that many states are not moving voluntarily toward dismantling the dual system in higher education. There have been several suits filed in federal district courts that deal with segregation in public higher education.

In addition to a report of the Tennessee State University and University of Tennessee suit, Egerton (1971) reported the following court cases related to dismantling the dual system in higher education that have been filed since 1968.

> A suit to block Auburn University from building a branch campus in Montgomery--where it would compete with Alabama State University, a black institution --was decided in favor of Auburn. The court... said that no evidence was presented to show that the building of the Auburn branch would...perpetuate the dual system.
>
> A public school desegregation case in Alabama (Lee v. Macon County Board of Education) was expanded to include junior colleges and trade schools governed by the State Board of Education. The court ordered pairing of certain schools, geographical at-

> tendance zones, elimination of duplicate courses, and racial balance of faculties, all to be accomplished by...1971. The state of Alabama appealed the decision.
>
> A Mississippi suit against the governing board of the state's institutions of higher learning asks the court to order equalization of all institutions, racial balance of students and teachers, elimination of all forms of segregation within each schools, financial aid policies that would make it equally attractive for a student to attend any public college, and geographical or functional zoning.
>
> A suit in North Carolina seeks desegregation and equalization of all the institutions in the state's public higher education system.
>
> A suit in Virginia aimed at blocking the expansion in Petersburg of William Bland College, a two year division of William & Mary. Virginia State College, a black institution, is also located in Petersburg. (A three-judge federal court ruled against the expansion...but refused to require merger of the two schools, as the plaintiffs in the case had sought).
>
> A suit filed in Washington, D. C., alleges that HEW is violating the Civil Rights Act of 1964 and the Fifth and Fourteenth Amendments of the U.S. Constitution by not cutting off federal funds to colleges and universities that continue to discriminate on basis of race [pp. 27-28].

In examining the emphasis of black colleges for the approximately 100 years of their existence, it is found that the greater emphasis in the black colleges was on teacher education as most graduates of Negro colleges have become teachers of the black populace. The Carnegie Commission has observed that

> The future strategies of black colleges will depend ...upon the extent to which estimates of the increasing diversity of professional and vocational opportunities for black college graduates are realized [p. 7].

For approximately 20 years, the public institutions in the United States have been legally bound to open their doors

to persons of all races who meet the college entrance requirements. Since black colleges are bound to admit members of all races as are the white schools, many black public colleges are likely to have multiracial student bodies on their campuses. If this happens, the Carnegie Commission (1971) has observed that:

> There will be no disservice to black American youths in such developments unless the transition...from predominantly black to multiracial...is achieved in such a way as to reduce rather than maintain open access of blacks to higher education.... Such transformations are more defensible,...than are attempts to avoid desegregation by locating new public institutions in places where they will serve white students apart from a convenient, existing...institution founded for Negroes [p. 9].

In the report of the Carnegie Commission (1971), it was reported that "Some states have ignored the existence of specialized units of instruction at colleges founded for blacks [p. 65]." Somehow, they create other schools to do the job that black colleges, already in existence could do. Few people believe that such developments are in the best interest of racial equality or economy in education. There is the belief that cooperative and coordinated arrangements between white and black colleges could well serve to offer hope for integration in higher education. The Carnegie Commission (1971) also reported that many black colleges are afraid of losing their independence if they are a part of cooperative and coordinated programs, but such could be overcome, as reported by the Carnegie Commission (1971), "if cooperation involves full equality of all parties concerned [p. 65]."

Egerton (1971) has little faith in the states and their

governmental and educational structures with regard to providing truly equal status for black colleges. He doubts that the professional blacks employed in and the black students now served by the black colleges will benefit from decisions made as dual systems of higher education are dismantled.

Regardless of the ultimate developments in regard to black colleges, there will be arguments for and against their existence as well as for and against mergers with white schools. Egerton (1971) stated that:

> There is evidently...trauma and dissatisfaction involved when a black college becomes majority white, and there is strong black opposition in many states to mergers that threaten the identity of the black schools.
>
> Hostility is even greater when a state will neigher integrate nor merge a black institution, but chooses...to create new competition nearby and thus drive the black college into further decline. At a time when there is an acute need for more higher education facilities...such duplication seems wasteful and self-defeating and maybe illegal.... Wherever public black colleges exist, they are either facing the loss of black identity...or the loss of equality through attrition and neglect. The only alternative they don't have--and never have had--is to be black and equal [p. 29].

Perhaps the following statements made by the Carnegie Commission on higher education explains in simple terms just why the black college should be retained and why these institutions need special attention:

> The colleges founded for blacks are a national asset. They should be encouraged and assisted along with all other colleges to the extent that their problems are similar, and they should be given additional encouragement and assistance to the extent that they have special problems as they move from isolation into the mainstream of higher education [p. 69].

The Department of Health, Education and Welfare (1973) conducted the Higher Education General Information Survey of the National Center for Education Statistics. Through the use of this survey, enrollment profiles for each of the predominantly black colleges were made. From the profiles established by HEW, total enrollments for each of the 33 predominantly black public colleges for a five year period (1968-1972) have been listed in Table I.

There is evidence that in the past and present, the predominantly black public colleges have been denied equitable resources and financial assistance as compared to predominantly white public colleges.

According to Egerton (1971) none of the Negro public colleges have ever been provided with the resources or financial support received by colleges created to serve whites.

Stuart (1973) indicated that the original Morrill Act of 1862 made no provision for educating blacks. The later Morrill Act of 1890 provided for Negro education but did not make provisions for blacks equal to provisions for whites. In the 1890 Morrill Act, there was no provisions for federal grants of land to support the institutions as was the case of the first Morrill Act. Further, according to Stuart (1973), black land grant institutions do not receive equitable federal funding even today and this has severely limited higher education opportunities for blacks. It is also indicated by Stuart (1973) that in 1970, Tennes-

TABLE I

FIVE YEAR ENROLLMENTS AT THE 33 PREDOMINANTLY BLACK PUBLIC COLLEGES (1968-1972)

Institution	Year				
	1968	1969	1970	1971	1972
Alabama A & M College	2076	2381	2753	*	3306
Alabama State University	2169	2340	2524	2704	3272
Albany State College	1635	1816	1942	1942	1803
Alcorn A & M College	2305	2421	2520	2680	2488
Arkansas A & M Normal Col.	3445	3935	3489	*	*
Bowie State College	1328	1609	2297	2353	2797
Central State University	2626	2567	2565	*	2385
Cheyney State College	1985	2012	2046	2515	*
Coppin State College	1125	1573	1937	2488	2800
Delaware State College	909	1300	1669	1921	1944
Elizabeth City State U.	1009	1039	1104	1084	1109
Fayetteville State U.	1243	1137	1422	1630	1614
Florida A & M University	4508	4943	5243	4429	4600
Fort Valley State College	2102	2247	2338	*	2281
Grambling College	3718	3699	3674	3904	3823
Jackson State College	3672	4541	4665	5058	5100
Kentucky State College	1606	1620	1754	1970	1961
Langston University	1324	1225	1109	1236	1235
Lincoln University (Mo.)	2094	2238	2411	2443	2615
Mississippi Valley State C.	2360	2282	2012	2410	2530
Morgan State College	4391	4653	5107	*	5744
Norfolk State University	3919	4644	5076	*	*
N. Carolina A & T State U.	3781	3714	3797	4445	4510
N. Carolina Central U.	3042	3290	3541	3723	4019
Prairie View A & M College	4028	4325	4320	*	4435
Savannah State College	1931	2485	2519	*	*
S. Carolina State College	2081	2191	2148	2383	2640
Southern University	9978	9222	9728	2875	2956
Southern U. at Baton Rouge	*	*	7461	*	*
Southern U. at New Orleans	*	*	1598	2131	2131
Tennessee State University	4536	4543	4404	4527	4712
Texas Southern University	4513	4754	5485	5175	6544
Virginia State College	2975	3179	3295	3267	3699
W. Virginia State College	*	*	*	*	3473
Winston-Salen State U.	1297	1346	1405	1623	1720

*Information was not included

see received $4.5 million under the Morrill Act for agricultureal extension and experiment station activities. The two land grant institutions in the State shared these monies, however TSU (the predominantly black institution) received only 1.10% ($51,000) of this amount while the University of Tennessee received 98.9% ($4.4 million). Further, in 1970 Tennessee received $3.8 million in federal funds under the Smith Lever Act. It was matched by $3.5 million in State and local funds. All of the money--$7.4 million--went to the University of Tennessee.

Regardless of where predominantly black colleges are located, they generally represent only a small percentage of the state-wide enrollment in higher education. No one can be sure of the future of the predominantly black institutions in higher education, however, the future of all state supported higher education may be dependent upon the success of state-wide coordination.

Studies have shown that state-wide coordination in higher education seems necessary in order to provide reasonable economy and efficiency in many educational systems operating in the United States. Glenny (2959) observed that "without exception, since 1950 state surveys of higher education conducted by experts have recommended coordinating some or all major activities of the colleges...[p. 12]."

In reviewing underlying reasons for coordination of higher education, Glenny (1959) stated that:

> One is the increasing complexity of higher education. The addition of new colleges creates financial and

> programming problems which cannot be solved when each institution within a state has virtually unlimited freedom. The second development is the increasing size of state government resulting from addition of many new social, welfare, and health services, as well as from expansion of older state functions such as higher education [p. 12].

State-wide coordination in higher education could result in elimination of some programs in certain institutions and might well lead to the ultimate elimination of some state institutions in higher education, although the underlying reason for state-wide coordination seems to be the improvement of the total educational environment in a given state. Glenny (1959), in establishing reasons for coordination, stated that:

> The impending enormous increase in enrollment will put a strain on public institutions in all states. ...If quality is not to be sacrificed, available financial support...will have to be efficiently allocated....[p. ix].

In defending coordination of higher education, Glenny (1959) observed that:

> It is of highest importance that priorities be wisely established and firmly adhered to, that careful and comprehensive planning be done,... and that neighboring institutions be better coordinated, than ever before. Among the institutions of a diversified system, distinctiveness may be as important as autonomy. Assigning distinctive roles or functions to particular institutions...in a given state may serve two functions: (1) avoiding unnecessary and costly duplication of expensive educational programs, and (2) assuring an educational pattern comprehensive enough to meet the justifiable goals of individuals and...educational needs of the state [p. xi].

CHAPTER III

HISTORICAL BACKGROUND AND REVIEW OF PERTINENT FACTORS SPECIFICALLY AFFECTING THE TENNESSEE STATE UNIVERSITY-UNIVERSITY OF TENNESSEE, NASHVILLE DISMANTLING CONTROVERSY

Governance Structure of Tennessee's Educational System

Before 1959 there were two governing boards for education in Tennessee, the University of Tennessee Board of Trustees which governed the University of Tennessee and its three campuses, and the State Board of Education that governed the six regional universities, four special schools and one hundred and forty-eight local elementary and high school systems.

By the year 1972, the governance structure of Tennessee's educational system had changed considerably and included the Higher Education Commission (created in 1967) as the coordinating body of higher education; the University of Tennessee Board of Trustees which was responsible for administering five campuses, and the statewide agricultural and service programs; the Board of Regents which had the responsibility of governing the six regional universities and nine community colleges; and the State Board of Education which was responsible for grades kindergarten through twelve and the vocational schools.

In 1972 the governance responsibilities in Tennessee's education system involved direct operation of schools and colleges while coordinating responsibilities involved issues

of general policy, planning future direction and assuring that education would not be overdeveloped in some areas while being neglected in others.

Hence, the Tennessee Higher Education Commission (THEC) was responsible for coordinating and planning all higher education. It had no operating responsibilities, although it approved new academic programs, new centers or campuses, reviewed budgets, performed long range planning, and generally ensured that a comprehensive system of higher education would be developed to meet the needs of the citizens.

The Development and Purpose of Tennessee State University and University of Tennessee, Nashville

Tennessee State University

TSU, a land grant institution, was established as a Normal School of Tennessee by an act of the General Assembly of 1901. This act is known as the General Education Bill and included appropriations for all public school agencies of the State.

This institution began as the Agricultural and Industrial State Normal School of Nashville and first opened its doors June 19, 1912. In 1922, the institution was raised to the status of a four-year state teachers' college empowered to grant the bachelor's degree. In June 1922, the first degrees were granted and in 1927, "Normal" was dropped from the name of the college.

In 1941, the State Board of Education was authorized by the General Assembly to establish a program leading to the

Master's degree. The first master's degree was awarded by the college in June 1944.

The Bulletin of Tennessee Agricultural and Industrial State College (1946-1947) indicated that as the only State supported higher educational institution for Negroes in Tennessee, the college had the obligation to fulfill the following aims:

I. To perform all of the services set forth for a land grant institution.

II. To offer as complete a program of work as is possible in the field of general and applied knowledge as is commonly represented by schools of Liberal Arts, Education, Agriculture, Home Economics, Engineering, Business, Medicine, Law and related fields.

III. To offer an opportunity for the development of the citizens of the State to insure maximum contribution based upon a reasonable opportunity for preparation in specialized fields.

IV. To give leadership to practitioners in these fields.

V. To serve as a capstone of the State educational system [p. 18].

In August 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the educational programs of the school included the establishment of the Graduate School, the School of Arts and Sciences, the School of Education, and the School of Engineering. Provisions were made for adding Schools of Agriculture, Business and Home Economics. In 1958, a service arm, The Division of Field Services, was established at TSU;

the name was later changed to The Division of Extension and Continuing Education.

The school became a full fledged Land Grant University in August of 1968 and at that time the University program included a School of Agriculture and Home Economics, a School of Engineering, a School of Arts and Sciences, a School of Education, Graduate School, Division of Business, Division of Extension and Continuing Education, and Department of Aerospace Studies.

Tennessee State University has been accredited by several professional associations. Examination of recent accreditation reports indicated that in each year 1968 through 1970, TSU held the following accreditations and memberships: the Southern Association of Colleges and Schools (accreditation and membership); the National Council for Accreditation of Teacher Education (accreditation); the Teachers College Association of Extension and Field Services (accreditation); the American Association of Land Grant Colleges (membership); and National Association of Schools of Music (membership).

In 1971-72, TSU accreditations and memberships in professional associations were as follows: Southern Association of Colleges and Schools (accreditation and membership); National Association of State Universities and Land Grant Colleges for Teacher Education (membership); and the National Collegiate Athletic Association (membership).

In addition to the accreditations and memberships listed, the following programs were accredited by their respective

professional associations: Teacher Education, Music, Social Welfare, Civil Engineering, Electrical Engineering, Home Economics, and Extension and Field Services.

There were some small changes in the number of faculty persons at TSU in recent years and the following information from the Office of Institutional Research at TSU indicated that the academic preparation of TSU faculty has also changed:

YEAR	TOTAL FACULTY	BACHELORS' DEGREE	MASTERS' DEGREE	PhD or TERMINAL DEGREE
1968/69	268	18	184	66
1969/70	293	15	180	98
1970/71	294	14	181	99
1971/72	293	5	181	107

Budget appropriations for TSU by the State during a four year period (1968/69 - 1971/72) increased from $4,933,000 to $5,310,000. For 1969/70, and 1970/71, the appropriations were less than appropriations in 1968/69. Appropriations for 1969/70 and 1970/71 were $4,398,000 and $4,326,000 respectively.

The purpose of TSU, as stated in the school bulletin (1971-1973) does not refer to the institution as being the only State supported higher educational institution for Negroes in Tennessee. In fact, this bulletin explains that the University proposes to make a maximum contribution to the advancement of "all" who seek and can profit from its broad educational programs which include liberal, professional and vocational offerings. The stated aims of the University in

the bulletin (1971-1973) are:

> 1. To maintain high standards of instruction in general or basic education and in curricular and fields of specialization through which degree programs are offered.
>
> 2. To encourage faculty and students to engage in research and to advance knowledge in the subject matter areas with which the various departments and divisions are concerned.
>
> 3. To assume its role as a servant and leader of the citizens of the State by disseminating knowledge and providing a variety of educational services to the community.
>
> 4. To identify and develop the talents of students whose prior educational, socioeconomic and cultural disadvantage have prevented their being prepared to pursue college work without special assistance.
>
> 5. To provide an atmosphere permeated by a spririt of community and a desire to apply knowledge and skills toward the betterment of humanity and the society [p. 6].

The University of Tennessee at Nashville

The UT Center (Nashville) was established in 1947 as a two-year extension center of the University of Tennessee at Knoxville (UT) and was known as the University of Tennessee Extension Center at Nashville. It had no power for granting degrees. Students desiring degrees had to complete the last two years of study at the UT campus in Knoxville. When the center was established, Negroes were not admitted.

Several years later, the Nashville Center was granted the privilege of offering four years of college work. The degrees for this work were granted by UT in Knoxville. In recent years, Negroes have been permitted to enroll.

In early 1968, the University of Tennessee Extension Center at Nashville sought to construct a new building facility. In May 1968, several individuals, including teachers from both TSU and the UT Extension Center at Nashville, filed action to enjoin construction of the facility on grounds that it would be duplicative of TSU courses and services. Relief was denied as to expansion of the Center, thus the UT Extension Center in Nashville began expansion of its physical facilities in 1968.

In April 1970, the president of UT recommended to the University's Board of Trustees that a chancellor be named for the Nashville Center and that steps be taken to upgrade it to a degree granting branch of the University. Within two months a chancellor was named for the UT Center in Nashville. The 1971 Tennessee General Assembly formalized the elevation of the Center to a branch of the University of Tennessee at Knoxville giving the Center the name, the University of Tennessee at Nashville (UTN), with degree granting status (March 1971). UTN, having officially received campus status, was then authorized to offer degree granting programs in Arts and Sciences, Business Administration, Education, Engineering and Nursing. It offers a graduate degree in Business Administration. All other graduate degrees are awarded by UT in Knoxville.

Because the UT Nashville Center did not become an independent degree granting institution (UTN) until 1971, faculty members of the institution (prior to 1972) were considered to

be a part of the UT Knoxville faculty. When the UT Nashville Center became UTN, an independent accounting of faculty was begun. For the academic year 1971/72, UTN had a grand total of 219 faculty members. Of that number, 75 were full time faculty persons and 144 were part time. Thirty-five of the 75 full time faculty members held terminal degrees and the remainder were holders of the Masters degree. Of the 144 part time faculty members, 39 held terminal degrees as recorded by the Office of the Vice President of Academic Affairs at UTN.

Accreditations held by UTN in 1971/72 included: the National Council for the Accreditation of Teacher Education; the National League for Nursing; and the Southern Association for Colleges and Schools.

The primary objective of UTN, as stated by the chancellor (Winter Quarter 1973 Schedule of Classes):

> is to provide continuing educational opportunities which will help each student realize his educational goals in an evening university situation [p. 2].

An Identification of the Geier v. Dunn Court Case and a Chronology of Major Events in the Case

Identification

The case in question is identified as the Case of Geier v. Dunn (originally Sanders v. Ellington) Civil Action #5077, U. S. District Court for the Middle District of Tennessee, Nashville Division, The Honorable Frank Gray, Jr., Judge.

The original plaintiffs were a member of the faculty at Tennessee State University, a member of the faculty of the University of Tennessee, Nashville Center, a black student at TSU, a black senior student at Wilson County High School, and the father of that high school student.

The original defendants were the Governor of Tennessee, Chairman of the Board of Trustees of the University of Tennessee, the Commissioner of Education for the State of Tennessee, who was also Chairman of the Tennessee State Board of Education, the Tennessee State Board of Higher Education, the Tennessee Higher Education Commission and its Chairman, the University of Tennessee and its President, the Board of Trustees of the University of Tennessee and its Vice Chairman, Tennessee State University and its President, (supplemented later by making as an additional party the newly designated President of Tennessee State University, the Interim Committee at TSU, the U. S. Department of Health, Education and Welfare, and its chief executive officer).

Chronology of Major Events

May 1968. Plaintiffs filed action to enjoin construction of a new facility for the UTN Center on grounds that it would be duplicative of Tennessee State University courses and services.

July 1968. United States moved to intervene as party plaintiff (no longer listed with the group of defendants) and sought not only an injunction to prevent construction of the new facility, but further, the United States asked that the

Court order the State defendants to present a plan calculated to produce meaningful desegregation of the public universities of Tennessee.

August 1968. The District Court Judge, Frank Gray, Jr., held that the evidence established that UT sought only to provide a center for employed persons of all races who sought education at night and that a new facility for the UT Nashville Center would not necessarily perpetuate a dual system of higher education. Relief was denied as to expansion of the center, but defendants were required to submit a plan of desegregation by April 1, 1969. This plan was to effect desegregation of higher education institutions of Tennessee with particular attention to Tennessee State. Further, the plan was to indicate dismantling of the dual system then existing.

April 1969. Defendants submitted a plan for dismantling the dual system (see appendix A) placing heavy emphasis on individual efforts of various institutions, mainly to increase minority enrollment and on expansion of efforts to recruit Negro faculty at predominantly white institutions and expansion of efforts to recruit white faculty at TSU. The plan also called for inter-institutional cooperation by public institutions in the Nashville area to help achieve meaningful racial balance in enrollments.

December 1969. The District Court entered an order stating that defendants' plan submitted in April of 1969 could neither be approved nor disapproved. Lack of specificity of defendants' plan was noted and the court ordered defendants to file by April 1970, a report showing exactly what had been

done on each item that had been set forth in the plan and to project what would be done by the fall of 1970.

April 1970. Defendants filed a report showing that the number of blacks enrolled in public institutions (exclusive of TSU) increased 42.4 percent between 1968/69 and 1969/70. The report showed that this increase of blacks at predominantly white institutions occurred at the same time that TSU was making no gain in enrollment. At TSU during this base period (1968/69 and 1969/70), the total faculty decreased 4.9 percent, but the number of white faculty increased by 6.7 percent.

June 1970. Plaintiffs filed a motion for further relief on grounds that the defendants' plan of April 1969 and April 1970 did not offer a plan for the dismantling of the dual system of public higher education in Tennessee as had been ordered by the court.

March 1971. The UT Nashville Extension Center was elevated to a campus status and authorized to offer undergraduate degree granting programs primarily in the evening.

June 1971. The defendants filed a "Desegregation Progress Report" which emphasized the efforts of individual institutions to increase the pace of desegregation. A joint TSU-UTN engineering program had been established. The impact of the arrangement could not be analyzed, however, as there was not a clear indication as to the number of students and faculty members involved or the amount of time spent on each campus by those in the joint program. A hearing was held on plaintiffs' motion for further relief. The court found significant success in desegregation by Memphis State and the recently estab-

lished Community Colleges. The results at other formerly all white institutions was fair, but not as impressive in terms of rate at which desegregation was being accomplished. No predominantly white institution showed any significant progress in faculty desegregation. The court believed, however, that a "good faith" effort had been made by these institutions to desegregate. The student body at TSU was still 99.9 percent black and its faculty was 81 percent black.

At the hearing, plaintiffs indicated that, in their opinion, the defendants had not performed any significant act that would ever lead to dismantling the dual system and that the conduct of the defendants constituted bad faith.

July 1971. The plaintiffs filed recommendations to the court to order defendants to submit a plan to merge UTN into TSU within 30 days. The merger was to be completed by January 1972 and TSU was to be designated as the Regional University of Higher Education for Nashville. Another recommendation by plaintiffs was to transfer the UT School of Social Work from the UTN campus to the TSU campus by September 1971. Plaintiffs also asked that the UT Board of Trustees and the Tennessee Higher Education Commission recommend a plan for recruiting black students for predominantly white public institutions and that special counseling for blacks be provided to assure success in college.

February 1972. Plaintiffs filed a motion to make substitutions among parties in the suit as State officials had changed because of elections and new appointments. (Winfield Dunn, the newly elected Governor of the State of Tennessee replaced Bu-

ford Ellington; E. C. Stimbert, the new Commissioner of Education replaced J. Howard Warf; Rita Sanders had married, now Rita Sanders Geier). The motion to make substitutions among parties in the suit was granted and the case was renamed Geier v. Dunn in lieu of Sanders v. Ellington.

In reviewing the case, the court found that, with the exception of TSU, defendants were proceeding to dismantle their dual system at a constitutionally permissable rate of speed. It was the court's opinion that white students would not be attracted to TSU without a "white presence" on the campus. In Judge Gray's order it was his contention that nothing had been done (since his 1968 ruling that indicated that the State had a duty to dismantle its dual system of higher education) to bring white students to Tennessee State, while most white State colleges had conformed to the court's ruling and had set up programs to attract black students to their campuses. Thus, the court ordered the defendants to submit by March 15, 1972, a plan (to be implemented at the beginning of the 1972 academic year) to provide, as a minimum, for the substantial desegregation of the faculty at TSU and the allocation to the TSU campus such programs which would ensure, in the opinion of the defendants, a substantial "white presence" on the campus.

The court furthered ordered that defendants consider additional methods for the accomplishment of desegregation of TSU by August 1972. Such was to include: (1) the feasibility or non-feasibility of a merger of TSU and UTN into a single institution, possibly with two campuses, under the aegis and control

of either the Tennessee State Board of Education, the Board of Trustees of UT, or a combination of the two; and (2) the feasibility or non-feasibility of curriculum consolidation of undergraduate programs of the State's colleges in the general Nashville area, and such other matters as the defendants would deem pertinent to the solution of the problem.

March 1972. Defendants submitted a plan for implementing a "white presence" at Tennessee State University at the beginning of the 1972 academic year (see appendix B). In that plan information regarding enrollment and the number of faculty members employed between 1969 and 1971 was summarized in three tables.

Table I indicated that black enrollment in predominantly white institutions grew steadily between 1969 and 1971 with the greatest increase being in junior colleges. During the same period there was a steady increase in non-black enrollment at Tennessee State University.

Tables II and III showed a small but steady increase in black faculty at predominantly white institutions but there was no increase in non-black faculty at TSU. However, there was a drop in the total number of faculty positions at TSU during the time that no increase in white faculty was noted. During that same period, the total number of faculty positions was on a steady increase at predominantly white institutions in Tennessee.

April 1972. Plaintiffs filed a response to the defendants' plan of March 1972, indicating that the court's mandate

to dismantle the dual system extended to the entire public educational system. The plaintiffs believed that the court's concern for white presence at TSU was understandable, but they submitted that a "white presence" could not be achieved as long as two public schools, one historically white, the other historically black, exist side by side.

The United States responded to the defendants' plan indicating that the government did not believe the plan met fully with the requirements of the February 3 Court Order.

July 1972. Defendants filed a progress report on the implementation of desegregation plans for the fall 1972 school year.

The State of Tennessee's Plan for Further Desegregation of Tennessee State University and Some Results of the Plan

As a result of the order by the court to present a plan which would ensure a "white presence" at TSU, several plans were submitted. However, the plan that is considered to best represent the State's point of view and its thinking was the plan presented by the Tennessee Higher Education Commission (THEC), sometimes called the State's plan, and is often referred to as the seven point plan because there were seven major areas of concern in that plan. (See appendix B for the complete plan). Other plans were presented to the court with the Judge making no ruling on acceptability or non-acceptability of any of the plans. Nonetheless, the THEC plan was put into implementation

stages in September 1972 and is the plan referred to as the State Plan. (Hereafter, when the writer refers to The Plan, reference will be to the THEC Plan for Further Desegregation of TSU which is the only plan now being implemented as a method of dismantling the dual system of public higher education in Tennessee as related specifically to TSU and UTN).

The seven major points included in the THEC Plan follow:

1. Employ white faculty to fill all vacancies at TSU, insofar as it is practical.

2. Implement a faculty exchange program between TSU and other Middle Tennessee institutions in the fall of 1972.

3. Add ten non-black faculty members to TSU in areas where a strengthened faculty would most likely attract white students.

4. Implement a financial aid program to increase enrollment of non-blacks at TSU.

5. Expand the recruitment program at TSU for non-black students.

6. Improve the physical appearance of the TSU campus.

7. Relocate the UT School of Social Work from UTN campus to TSU campus.

The most significant efforts toward the dismantling of the dual system of public higher education in Nashville, Tennessee were incorporated in the seven points outlined in the THEC Plan. Hence, the results of dismantling efforts in Nashville are best reflected when the seven points of the THEC Plan are examined in relationship to accomplishments made in imple-

menting the Plan. In examining progress reports that were presented to THEC, the successes in accomplishing each point in the Plan as of January 1, 1973 are summarized as follows:

1. TSU had increased its white faculty from 13% in the academic year 1971-72 to 20% in 1972-73.

2. Nine TSU faculty members participated in the faculty exchange program during the 1972-73 academic year.

3. Eight white faculty members were added to the TSU faculty for the 1972-73 academic year because of the availability of a total of $107,136 of HEW funds for employing these white faculty members.

4. Financial awards amounting to $65,194 were made to 67 white students for the academic year beginning in September of 1972.

5. There was an increase in non-black enrollment from approximately 2.1 percent of the total in the fall of 1971 to 3.5 percent in the fall of 1972. The increase in white students was due primarily to increased maturity and man power (from one to two recruitment officers) of the young recruiting office, the increased financial assistance to white students and success with white students previously enrolled.

6. Improvements made in the physical appearance of the TSU campus were numerous and included:

   A. Renovation and general improvement of several buildings (Clement Hall, Women's Building and a portion of the Administration and Education Buildings;

   B. Erection of signs, building markers and attractive stone fences to mark certain campus bound-

aries;

C. Installation of additional wiring and lighting inside some buildings and on the campus lawn;

D. General improvements in the animal and plant research laboratories;

E. Installation of better insulation and cooling devices in the Chemistry, Engineering and Student Union Buildings and the Library;

F. Painting of the interior of dormitories, four classroom buildings and the Library;

G. General ground improvement through excavation, grading and land fill.

Opinions and Comments by School Admistrators and State Officials on the TSU-UTN Dismantling Controversy

In order to gather as much pertinent information as possible, interviews were scheduled with several persons who were selected because of their positions and knowledge of the Geier v. Dunn (originally Sanders v. Ellington) Court Case. In selecting individuals for interviewing, concern was given to representation of all facets of the case and particular attention was given to the inclusion of those individuals who had exceptional involvement in or exposure to the case. The individuals chosen for interviews and their official titles are listed below in the order that the interviews were held.

Dr. Edward Boling, President, University of Tennessee (Knoxville)

Dr. Roy Nicks, Chancellor of the University of Tennessee (Nashville)

Dr. E. C. Stimbert, Commissioner of Education, the State of Tennessee (Note: Dr. Stimbert was Commissioner of Education when this study was begun but has since resigned from that office)

Mr. Early Thornton, President of the Faculty Senate, Tennessee State University

Dr. John Folger, Chairman, Tennessee Higher Education Commission

Attorney George Barrett, Attorney for the Plaintiffs

Dr. C. C. Humphreys, Chancellor of the Board of Regents, the State of Tennessee (Note: Dr. Humphreys referred the letter of inquiry concerning the interview to Mr. Jerry Jones, Vice Chancellor, Board of Regents, who was familiar with how the dismantling of a dual system of higher education worked in another state. Thus, the actual person interviewed was Mr. Jerry Jones)

Attorney General David Pack, Attorney General, the State of Tennessee (Note: Attorney General Pack referred the letter of inquiry concerning the interview to Assistant Attorney General William Barry whose responsibility was to handle matters relating to higher education in the Attorney General's office. Thus, the actual person interviewed was Assistant Attorney General William Barry)

Dr. Andrew P. Torrence, President, Tennessee State University

Dr. James Barrett, President of the Faculty Forum, University of Tennessee, Nashville

None of the persons interviewed had any prior knowledge of the questions to which they were asked to respond. At the beginning of the interview, however, a list of the questions to be covered was presented to each interviewee. A few minutes were allowed for study of the questions before responses were received. All of the persons interviewed gave permission for the writer (interviewer) to take notes during the interview session.

The data received during the interviews are presented in chronological order, relative to the dates that the interviews were held.

A copy of the questions asked during the interviews is found in Section C of the appendices.

Responses by Dr. Edward Boling, President, UT, to the questions asked during the interview

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

> As I see it, the overall plan has been to get black presence and more black people involved with or in white institutions and vice versa for Tennessee State. I conceive the plan to be one that will lead to a situation where no institution is called white or black but that a school will be a school for serving the needs of the people. In the plan, however, more emphasis seems to be given to "presence" rather than "programs" and "presence" only doesn't get the job done. The judge says that other insitutions (other than Tennessee State) have had evidence of blacks but at Tennessee State there has been no move to evidence white presence and this is what is desired.
>
> In the long run, the plan is to eliminate the thinking that a program is for white people at UT or for black people at TSU. Programs should be for people regardless of whether they are white or black.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

> I don't know or think that the plan can be approached in terms of strengths or weaknesses. We have only tried to follow the order of the court and we have tried to do things that are good educationally such as recruiting blacks for white institutions, placing more money in scholarships, recruiting black faculty, and etc. However, there are things which one ought to do even without the directive to dismantle.
>
> I think our offer and direction to work joint programs with TSU when they (the joint programs) make sense is a strength. Some joint programs just don't make sense as we (UTN) don't operate in the daytime. Only nursing is a daytime program. Joint programs are not easy when one operates in the day (TSU) and one operates at night (UTN). With this situation some cooperative or joint programs just wouldn't make sense.

> If it ever comes to where the judge says you must co-exist, (that is, if the judge ever says TSU will stay and UTN will stay) some great things could be done in Nashville. As long, though, as it is felt that UTN might go out of business and as long as it is felt that TSU might take over UTN, TSU will push for the ultimate (the take-over of UTN). Successful joint programs might jeopardize the possibility of a take-over of UTN by TSU.
>
> If everyone ever knew for a fact that the judge would say that both of the institutions will exist, great things could go on and then a lot could be done and this would be a strength. I can visualize a lot of good educationally sound programs between the two, TSU and UTN.
>
> Really, UTN is not a school in direct competition with Tennessee State. Eighty-five percent of the people enrolled at UTN work and attend school at night. The competition for TSU is in other public schools of the state, including the junior colleges.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

> A weak point of any plan is saying that this will be done this way. There are people in Nashville who feel "white presence" alone does not do what is really educationally sound. Just having the School of Social Work at TSU doesn't really do the job. The efforts were to move as swiftly as possible to do what the judge said, but there ought to be the feeling that the School of Social Work is wanted at TSU, that they (the people in the program) fit and are making a contribution and that the School of Social Work is desired there at Tennessee State. Going to TSU because of force and not because of a desire to go would be a definite weakness. The association should be cooperative where both sides want and desire the cooperation.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

There has been the feeling that somewhere along the line the judge might rule that Tennessee State take over UTN. The feeling by Tennessee State people is that the take-over of UTN is the ultimate and anything less than take-over is a compromise. With such an environment, they (TSU people) don't want it (the present plan to dismantle the dual system) to work, for then, if cooperative programs and the present plan work, there will be no chance for TSU to take over UTN. A smooth operation jeopardizes the ultimate desire of TSU to take over UTN.

Our position is not to call for a merger between the two schools because TSU doesn't want to be a part of UT. The worst that could happen is for TSU to become a part of UT without there being a desire to be a part of UT.

Another way of looking at the situation is that we have had no difficulty from the point of view of implementing the court order. For other than Memphis State, we have a higher percent of blacks than any other institution in the State. UTN has a highly vocal group of blacks and they want UTN to remain. They have voiced this opinion. So, as far as black-white ratios are concerned, UTN has no problem. Although there is only 10% to 11% black enrollment, this is really good coming from nothing.

There are some other difficulties. For instance, there are a lot of people involved in the court case who really don't know enough about the situation or have enough facts to make accusations, to request changes and make open statements regarding the case. There is a question as to whether the best interest of the persons and institutions concerned is being served when too many outsiders (who don't know and understand the case) get involved.

Another difficulty is getting people to understand and acknowledge that there is not an overlapping of programs at TSU and UTN. This is true because the mission of UTN is so different from that of TSU (on paper or anywhere else) that their missions can't possibly be confused. UTN is very specialized in two or three fields needed very badly by the Nashville community. Academic short courses, municipal and technical advisement, and continuing education make up the basic job of UTN. On the other hand, TSU serves the basically young high school graduate offering general education to these

high school graduates. TSU has also been traditionally known to serve basically underprivileged people and it continues to serve these people which I think is good. Of course, it has been said that TSU does not receive its share of state funds, however, funding for Tennessee State is the same as funding for all of the state institutions. TSU can, however, claim disadvantage over the years, but presently, the formula for all of the state schools is the same.

Do you have any recommendations regarding the Tennessee State-University of Tennessee, Nashville situation and/or the court order that has been issued?

These are hopes and not recommendations. I hope that the judge will sort out everything; that he will look at the way TSU has, over the years, served Tennessee and the people of the South and particularly Davidson County and surroundings; that he will look at UTN and how it has served the Nashville community since 1946; that he will look at the difference between the two schools and then say, "Look, you two people are doing different things and there are ways you can work together. There is no reason why either one should become a part of the other. I hope you get together with your different talents and look at ways you can help each other. For the future, I say to UTN, your role has been night school for adults and I'm saying stay with it. You claim you are a night school and you don't plan to become otherwise so be a night school and not a day school. For TSU, you can rest and be satisfied that UTN won't take you over or crowd you out. Your role is definite and you should win day students by some method and if you need a night program, put it in but don't try to make it by taking over UTN."

If the judge finally declares these things, perhaps there could be more cooperative efforts between the schools.

Dr. Torrence knows that there is money that he can get that Boling and Nicks (Chancellor of UTN) can't possibly get. Yet, there are things that Boling and Nicks can get done that Dr. Torrence could't because there is not the know how and expertise that has been developed at UT.

I see TSU becoming stronger and getting

stronger administratively and I see UTN getting accepted better by blacks. I see the programs not being recognized as in competition with TSU and both can exist on their own merits. These institutions are not in competition. UTN's site was selected by me and I purposefully selected a downtown spot (one block) with no possibilities of expansion and no provisions for a campus with dormitories. The hope was for serving working, married, older people, otherwise I would have chosen a sprawling hillside where there could have been a campus and thus UTN could have been placed in direct competition with TSU. I think this would have been wrong. They wouldn't have let us do that and rightfully so.

The competition for TSU is in other public schools of the state: Austin Peay, Middle Tennessee State, and the junior colleges. They're building these junior colleges now and one is planned for the Nashville area. This will probably affect TSU as it will draw some of the students that would otherwise attend TSU. However, MTSU is probably the biggest TSU competitor for it is attracting students that ought to be going to Tennessee State.

I hope TSU will develop into a strong comprehensive regional institution for that area (Nashville) to serve the young high school graduates. We at UT aren't that interested in Freshmen. We are wanting the graduate students and the students in the professional areas more so than Freshmen. This hardly puts us in competition with Tennessee State.

Responses by Dr. Roy Nicks, Chancellor, UTN, to the questions asked during the interview

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

The plan was first developed in 1968-69 and filed with the U. S. District Court in 1969. It was a state-wide plan for dismantling what was determined at the time to be a dual system of higher education in the state. The plan was in two major parts: one part was concerned with encouraging blacks to attend predominantly white institutions; and another part encourages whites to attend Tennessee State. A large portion of both areas was devoted to recruiting whites to Tennessee State

and blacks to the white state institutions. This has been accomplished in part, by providing more financial aid for students.

The court, in requiring a plan to dismantle, said that it must bring enough integration to meet the mandate. The court never said what that was.

Most predominantly white schools have been successful in recruiting black students. Some of the white schools have been more successful than others. The percent of blacks in the different white schools has been, to a large extent, based on population patterns. For example, there is a high percentage of blacks in West Tennessee, thus, a high percentage of blacks is enrolled in Memphis State. Whereas, as one moves eastward, in the state, the black population declines such that there are very few blacks in East Tennessee. Consequently, there is a low percentage of blacks in East Tennessee State University.

In the plan, there are cooperative programs among institutions of the state directed toward TSU so as to create a "white presence," whatever that is.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

The strong point in the plan would, in my estimation, be the individual institution's recruiting programs. Good results have been acknowledged by Judge Gray. All institutions involved have met the requirements in the plan except TSU. Tennessee State fell short of what the court had asked for.

(Note: the next two questions that appeared on the interview sheet will be covered together). What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee? What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennesssee, Nashville sit-

uation?

The major difficulties and weaknesses seen here at UTN would be with cooperative programs and these are perhaps threefold.

1. UTN is basically an evening institution and TSU is a daytime school. This limits cooperative efforts in terms of mixing students and faculty. Eighty-five percent of UTN's students work in the day and must take their classes in the evenings. TSU's students are largely daytime (fulltime) students and they want and desire the social activities associated with the school and these are largely at night. Therefore these students cannot or do not desire to attend school at night.

2. We have serious problems as we try to mix students or exchange faculty in terms of levels of accomplishment of the students. Historically, TSU has provided an invaluable service to the state by working with the academically deprived. It is very difficult and unfair to take such persons and put them in a classroom with the educationally advantaged and expect them to compete. As one well knows, entrance requirements are different at UTN and there are different kinds of students. You just can't do this mixing of students as easily as may be thought. This is a problem that TSU has itself (the academically deprived) and it is not so much a problem with other schools. It (mixing of students) almost surely commits the poorly prepared to failure and it probably makes the advantaged into mediocre products, educationally.

3. This difficulty relates to attitudes on the part of TSU administrators, TSU faculty and the black community in believing that cooperation between UTN and TSU is not in the best interest of TSU.

It takes two to cooperate and if one is not a willing partner, then the game can't be played. TSU people, for the most part, really don't want to cooperate with UTN. TSU wants UTN to go out of business rather than engage in cooperative programs with UTN.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

There are some recommendations that have been

suggested to the court and administration at Tennessee State:

1. Take certain programs such as graduate education and develop truly cooperative programs. There has been the idea of offering a joint Education Specialist Degree given by the two schools and requiring that students in the program take a percentage of the required courses in both schools. An Education Specialist program was drawn up involving TSU, UTN and Middle Tennessee State University. The Tennessee Higher Education Commission recommended this program which had the approval of TSU, UTN, Middle Tennessee State and the Tennessee Higher Education Commission. Since the recommendation was submitted, TSU has withdrawn from this Tennessee Higher Education Commission recommendation.

Graduate education was used for developing a cooperative program because this type program is largely part-time in the evening and on Saturdays. This would assist in the efforts to integrate faculty and student body.

2. I also recommended the possibility of TSU, and some other schools, getting together offering a community college program in the Nashville area. This would help to eliminate the low accomplishment level of some of the disadvantaged by giving adequate communication skills, basic mathematics, etc., to bring the disadvantaged up to a level so that they can work with others successfully.

Responses by Dr. E. C. Stimbert, the immediate past Commissioner of Education for the State of Tennessee, to the questions asked during the interview

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

This is a peculiar kind of case. On the side of the defendants, you have a plaintiff framework. A law suit against the State means that UT and TSU are both defendants, yet in the Attorney General's office you have the feeling that between these two schools, there is a plaintiff-defendant relationship.

Tennessee State is under the State Board of Education and UT is a part of the state's educational system, but operates under its trustee board. This makes it difficult to deal with the situation as the parties do not get the understanding that there can

be no true plaintiff-defendant relationship.

The original law suit was sparked by construction problems when the decision was made to build a new building for UTN downtown. The new building became an enrollment threat to TSU. The original suit has almost been lost. The two boards are at odds and this makes the suit odd. You'd think they (the two schools) were suing each other.

The plan is supposed to dismantle the present racial structure of higher education in the state. Personally, I think the court is attempting the impossible. It is exercising futility. I doubt that any lasting educational good can come from the court ordered plan to dismantle. There should be dismantling but I say dismantle the whole thing across the state rather than narrowing it to Tennessee State and UTN.

I am an ardent integrationist, but I believe very little in court ordered plans. You can't, by law, engage in good practices to bring good human relations. The court ordered ratios will not help our situation and traumatic conditions generally result when people are forced to integrate.

I am not saying that the dual system shouldn't be dismantled. But, it should be that you make a school so good that the students will want to go there. I say the state should go into its coffers and spend what is needed to make Tennessee State an outstanding institution, which it already is but with the needed finance, it could be made better. It has suffered deprivation and unequal sharing of state funds over the years and it ought to get what support it now needs for development.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

The whole plan is weak and it cannot accomplish what it is supposed to accomplish. What is really meant by "white presence" at TSU? Are there to be ratios of black to white at the state institutions? If so, will these be on basis of white-black population in the state or in the particular city where the institution is located? As I see it, if the court gives an order for the state to dismantle the dual system, this ought to be done all across the state.

There is not much desegregation in East Tennessee including Knoxville, and if the state schools in Nashville are to follow the dictates of the court, then so should all other state institutions.

Again, a school should be made so good that the students will want to go there. The environment should be good, the surroundings, etc. They mentioned making TSU more physically attractive and this should be done. It should have been done long ago. I also say, however, that the faculty and students at TSU should be careful of what is being hurled at white students when they enroll there. I suspect that perhaps there has been more harm done by black teachers and black students than any other group in the move for desegregation as there are a lot of these people who hurl black history at the white student. These students just won't go to a black school if they must meet this type situation.

You can't make anybody go to a certain university. People are free to make a choice and you can't shove them around like checkers.

What I've said about choices does not relate to faculty. I think that present hiring practices should be broken up so that all teachers in higher education in the state would be hired by the Board of Regents and thereby get assigned by the Board of Regents to a particular college. Really, there should be only one Board to govern all of the institutions in the state. Otherwise, present plan for governing and hiring will only perpetuate white and black facilities.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning Tennessee State University-University of Tennessee, Nashville situation?

Whether we like it or not, there is already a UTN building and there are in reality two institutions in Nashville. Though one claims to be a night school, this is still a difficulty and does not lend itself positively to the plan for dismantling.

Some plans have been developed involving curricular offerings between the two Nashville schools. To me this is whistling in the dark.

Again, the state should open coffers and do what is necessary to make TSU a beautiful place. One needs to check the neighborhood where the school is situated and do whatever is necessary to improve the potential of the university.

Another definite difficulty in the matter is black pride in the school. I don't know if we ought to have black schools for black people or not. Certainly the pride that the black community has for the school (TSU) is offering some difficulty in the plan for dismantling.

The business of dismantling should be a recruitment problem and not a court problem. This, too, is a difficulty since it is now seen as a court situation. The right kind of integration comes about when this is veiwed as a recruitment problem.

Another difficulty is the traditional treatment that TSU has received. In the distribution of funds, the University of Tennessee Board of Trustees has long had the inside tract on TSU. TSU has not, in the past, received its fair share of state and federal funds. This has been brougt up time after time and it has been a real difficulty in the past and has affected the present situation tremendously. In the last few years, however, state funds have been distributed equitably and one mission of the Tennessee Higher Education Commission is to see that this is done. For three or four years, a formula for distribution of funds has been in existence. This, however, has been done equitably for only a limited time.

Because of the long history of segregation, Tennessee State has, in recent years, received funds above those required in the equitable distribution of funds by formula. The extra funds have not nearly compensated for the years of neglect. Some of the additional monies have been for scholarships, some for faculty and some for buildings and grounds.

A difficulty that must be reckoned with as desegregation is attempted is the requiring of numbers and percentages. It makes no sense. I believe integration, not desegregation, is the best.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

I am not close enough to the situation at this time to make recommendations other than those implied as I responded to the other questions.

I would like to say this. I can see TSU blossoming out as an institution on par with any in the state, which it ought to be and already is in many ways. The court doesn't see things such as the quality of offerings, the faculty, campus and environment. All the court wants is to satisfy the question, how many black noses or white noses are here or there? I'd like to know what the court considers as proper ratios. If success is in percentages, all schools of higher education in the state ought to achieve this percentage goal and I consider it an unachievable goal.

President Torrence has an almost impossible assignment. He's in the middle and can't please anybody. There are people with rabid extremes on both hands. In Nashville there is a large following for UTN and the University of Tennessee. This perhaps causes some pretty serious difficulties when relating to the developing of TSU.

Responses by Mr. Early Thornton, President, TSU Faculty Senate (1971), to the questions asked during the interview

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

Really, the TSU Faculty Senate's letter* did not agree to the plan. I believe the plan is to preserve UTN and the plan is harming TSU.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education to be?

I think the strong point is the atmosphere which seems to be good. It is of such a nature that persons, other than those in the black community, can see that it really isn't a good plan. With Tennessee already

---

*See Appendix D for copy of TSU Faculty Critique of State's Plan.

47 in the spending for education on a national level, it is certain that, in this situation, supporting two state schools within two miles of each other would further deplete state coffers and make the predicament worse.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

I think a weak point is the lack or failure of the court to hand down a decision. At present, people are working in the dark. The plan which has been partially implemented has not been decided or acted upon positively by the court, and the court might reject the plan that has been partially implemented and this is a weakness. No one in the administration at TSU can give any concrete information on the outcome of the court case as it rests in the hands of the judge and he is saying nothing. The longer the judge waits to make a decision, the more time UTN will have to become so deeply entrenched that if there is a merger, the administration would likely go to UTN instead of TSU. It is known that the suspense (waiting) is in favor of UTN, as UTN is developing, getting buildings, expanding faculty and increasing enrollment while TSU is at a standstill. There has been no building expansion programs since Dr. Davis left the presidency at TSU.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

One major difficulty relates to President Torrence, the President of TSU, who helped to formulate a plan which is against TSU. Dr. Torrence can't efficiently operate with h s faculty opposing a plan he helped to make. This is a difficulty as Dr. Torrence, the President of TSU, has his hands tied. This is true because he is a part of the state's committee that made the plan against his best interest.

Of course the other major difficulty is the delay of the court in handing down a decision.

Do you have any recommendations regarding the Tennessee

State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

> The recommendation that I give will be those that were contained in the TSU Faculty Senate letter which was written to register disagreement with the plan that is now being partially implemented. In this letter was a recommendation for merger with UTN and TSU administrations remaining the same (in other words, two institutions). A second recommendation was that the two institutions (TSU and UTN) exist on a 50-50 basis with administrative operation under TSU. The third recommendation is that TSU become a part of the UT system with present TSU administration being in charge. Thus, UTN administration would become subordinate to TSU as TSU would encompass that institution.

Responses by Dr. John Folger, Chairman, THEC, to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

> The State of Tennessee's plan is a varied one in the sense that the Tennessee Higher Education Commission filed some plans, TSU filed some plans and the University of Tennessee filed plans. Thus, three plans have been filed so it's hard to say what the plan really is. One needs to know which plan is being referred to, although, if one refers to the plan that was presented by the Tennessee Higher Education Commission and the Governor, which represents the State's views, then this position is the middle ground position. The position here is that the two schools should remain and a merger is not feasible at this time. The Tennessee Higher Education Commission strongly desires that Tennessee State retain its identity. It recommends cooperative programs between the two schools. The Tennessee Higher Education Commission's position is that Tennessee State University should be given as near a monopoly as possible in one or two areas and professional education is recommended as a starter. Secondly, the Tennessee Higher Education Commission's position is that there needs to be an increase in the percentage of white faculty at TSU and an increase in black faculty on campuses other than TSU, though TSU vehemently disagrees with this position.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

> The strong point of the Tennessee Higher Education Commission plan (which is the one that we have under consideration) is that this plan tries to recognize the present situation, feelings and attitudes of the people involved. It proposes changes that would bring meaningful desegregation and would not be so disruptive that it tears the educational process all up. This, of course, is done in three major features which are:
>
> 1. That TSU operate all professional educational programs in the Nashville area;
>
> 2. That there be joint development of the junior college involving TSU and the predominantly white state colleges in the area; and
>
> 3. That there be further faculty desegregation.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

> The plan is only an interim solution and will not finally resolve the question. The junior college development idea is highly dependent upon cooperation with a number of institutions.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

> There has been no agreement on what the goals are. Essentially, the faculty and administration at Tennessee State University feel that the institution (TSU) should be preserved, that it has a role to play, that it should retain its identity and its special emphasis which for years was education of blacks. This goal is not consistent with the emphasis at the elementary and secondary levels which says that there should be no racially identifiable schools.

Personally, I think that dismantling is an inadequate definition for what is to be done. We should try to provide good quality education to all citizens.

An immediate key issue that raises difficulty is whether there should be a merger of the two schools and if so, under what auspices will it be done, and will it be done in such a way that TSU retains its identity. The University of Tennessee doesn't believe a merger is feasible at this time and TSU would, in fact, lose its identity as a separate institution if there were a true merger. The University of Tennessee is not willing to give up its identity in the community. The University of Tennessee proposes that TSU keep on doing what they're doing and that UTN continue to do what they're doing and this doesn't lead to much integration. UTN says it is willing to cooperate in joint programs and the strategy is that there will be more integration accomplished from joint programs than if the state used the plan presented by Tennessee State for there are many students who are now in UTN or who would attend UTN in the future but they would not enroll at the downtown facility if it should become a part of TSU. The people would simply go elsewhere according to the belief of the University of Tennessee people. We, however, cannot say what will happen if TSU were to take over UTN. We just cannot say because we view Kentucky State, Bluefield and how things have gone there. One must remember, too, that in many other communities where similar circumstances have existed, there has often been no alternative except to attend the predominantly black school, but in Nashville, there is an alternative for many other institutions are available in the Middle Tennessee area. Really there are thirteen or fourteen alternatives available and requiring little effort on the part of students seeking college work. All of these alternatives do not represent public higher education but they do offer college work whether public or not. The assumption, however, that all whites would desert the downtown facility if it becomes a part of TSU is not a sound one, for we really don't know. A large number of whites would probably continue to attend the downtown school even if TSU did take over at UTN.

The Tennessee Higher Education Commission and the Governor of Tennessee have said that a merger is not feasible at this time. There is a desire for TSU to retain its identity. That desire is very strong and the desire of TSU to do its own pro-

grams is strong. TSU doesn't want to be a second rate participant in any cooperative programs and the TSU people feel that with too many cooperative programs, you'll just cooperate us right out of business. The Tennessee Higher Education Commission's position is that in order to get meaningful desegregation, you'll have to give TSU as near a monopoly as possible on certain programs and there will have to be increase in white faculty at TSU and increase in black faculty at other state institutions. TSU disagrees vehemently to this part of the plan which has presented some difficulty.

In trying to determine what the court requires, the question arises: does the court require us to eliminate TSU, its heritage and goals, or destroy it by whatever means necessary? If you define it as having racial or ethnic identity, you'll have to change the composition of the institution and this would require drastic means and the most drastic is closing it (TSU) and the Higher Education Commission isn't prepared for such a drastic change and we don't think the law requires it.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

The court has not made, in five years, any appealable rulings. The judge has issued orders, he has seen new plans and he has been specific about early plans being too general. There is a conflict in the underlying goals and there has been no success in getting the parties to agree. I feel that it has come to the point in the case where the judge should make some decisions about the acceptability or unacceptability of plans before the court. We are not going to be able to move forward until some decision is made. The parties involved have fairly well defined positions and they don't agree. The Tennesssee Higher Education Commission is in the middle and is not able to work out any compromises between the concerned parties. The judge needs to make a decision as lack of a ruling has produced a bad situation, educationally. There is educational planning and there are problems that we ought to be resolving but when the immediate problem can't be solved for one reason or another, we begin working on something else and leave pertinent problems hanging.

TSU needs to find a means of achieving its goals. TSU recognizes that if things are left to go as they have been, it (TSU) would eventually lose out. UTN

is growing, TSU is not. The majority of blacks in the state are no longer at TSU but enrolled in other state schools. TSU's percentage of total blacks in higher education is rapidly dropping. Other state institutions are under considerable presure to increase the number of blacks. They're getting blacks and doing quite well at it. They're building their image on football fields, basketball courts, etc. They're getting some of the students that might ordinarily have gone to TSU and that causes declining enrollment at TSU. TSU will just have to find a way of attracting whites to the school.

Responses by Attorney George Barrett, Council for Plaintiffs in the Geier vs. Dunn Court Case, to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

Nothing, really nothing. The problem is that the state has not conceived of what the law is all about. The state has a 1950 concept of higher education as it relates to integration. There should be no racial distinction in the system of higher education according to plaintiffs. The state has the affirmative duty to abolish any racial distinction in the system. That is, tear it all the way down and build it all over again. The open door policy doesn't meet this dismantling idea. You have to build a unitary system in the same manner that the dual system was built and one must start at the beginning and do the building all over again. You can't deal with higher education as you deal with elementary and secondary as the same tools are not available for dismantling. You can't assign college people to a school.

The history of the choice of schools has been different for college people. The structure here has compelled blacks to attend black schools and whites to attend white schools. The students chose a college inside a segregated system, limiting the alternatives.

I (and others) have insisted that the state has an affirmative duty to dismantle the dual system of higher education and the open door is not enough.

How do you meet the affirmative duty? We don't know. That is not our job.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

There are no strong points.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

> The plan is not a realistic plan or approach to the problem. The system should be torn down completely and a unitary system should be rebuilt in the same manner that the dual system was built. In other words, don't gloss over a dual system to make it appear unitary. Do the building all over again from the ground up.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

> Little progress has been made, the difficulties being that:
>
> 1. The state might not have grasped the thrust of the law suit or they (the state people) don't want to grasp the thrust.
>
> 2. The basic problem is the same as one has when you speak of race relations. It's subtle, deep-seated prejudice to the point that it permeates all thinking and all attitudes.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

> These suggestions have been made:
>
> 1. Close UTN (either give the structure to TSU or do anything else that they want to do with the facility) and compel the withdrawal of UT from

Nashville. Give all higher education in Nashville to TSU and TSU would become the state school in Nashville. There should be no UT classes in the Nashville area. All higher education in a state school setting properly belongs to TSU.

2. Consider employment of a Negro as president at Memphis State.

3. Accept the affirmative duty and responsibility to employ more blacks in administrative positions.

I recommend that all public higher education in Nashville be handled by TSU and that there be a withdrawal of UT from Nashville. There should also be serious planning in relation to Middle Tennessee State University, Tennessee State University, Austin Peay State University and the State Junior College to keep from circumventing the court order to dismantle the dual system.

During the process of dismantling, some protection has to be given blacks. Some uniqueness at TSU should be retained.

Responses by Mr. Jerry Jones, Vice Chancellor, Board of Regents, to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

The plan that was submitted attempts to organize and present some type of system to evolve dismantling the dual system of public higher education in the state.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

The strongest point is the fact that the current plan attempts to dismantle in view of the existing structure. The plan doesn't attempt to drastically change the existing structure.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher educa-

tion in Tennessee?

The weakest point is the fact that UT, with a building in Nashville, created a dual system for the area. Had the building of the UTN facility been stopped, it would have been much easier to accomplish the mission of dismantling. So, the existence of a UTN building is a weakness that will be hard to overcome.

Had UT built on the Tennessee State University campus, then, it would have been much easier and there would not have been such a tough problem. The downtown UTN center is much more convenient than the campus at TSU and as a result there could be increasing difficulty and if allowed to maintain the present structure, it may be almost impossible to dismantle the dual system.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

A number of difficulties have resulted. One is the fact that it is extremely difficult to force people in higher education to attend a certain institution. It has been generally proven in the South that if you care to achieve significant integration of a predominantly black school, it must offer programs in demand. With UT coming to this city offering new programs such as graduate degrees in business, etc., then there is little incentive to go to TSU.

Getting a considerable number of whites to attend TSU can be done only through selective offering of courses and programs in demand.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

This would be hard to say in private or in public. Perhaps the easiest solution would be to recommend that TSU be responsible for all higher education in Davidson County. This, of course, would result in an emotional situation and UT would be upset and so would the community. Some

say that this would be unrealistic. If it isn't realistic, then the next best thing is that TSU be encouraged to offer courses at places other than on campus at TSU. Then as people would see what TSU offers, they will be encouraged to attend. If they don't go out to the TSU campus, they can't see what's offered. If they don't go out there, perhaps TSU centers could take TSU to the people. This could be done perhaps through renting or leasing and using already existing funds to finance the action.

There seems to be no problem with black presence at UT. The real problem is getting meaningful white presence at TSU and this is only achievable by significant steps. Some of these alternative steps are:

1. Unique programs must be offered at TSU

2. TSU must be carried to the community

3. Close down UTN

4. TSU should take over UTN

The present teacher movement may cause gradual integration but this would be very gradual. It will take too long to be of benefit.

TSU can't grow until it can more actively recruit white students as there aren't enough blacks available to keep it growing. Drawing power of white institutions (from black student populations) has just made it almost impossible for TSU to make progress. The MBA program or engineering would be good for TSU but these shouldn't be available anywhere else in the area.

Responses by Mr. William Barry, Assistant Attorney General for the State of Tennessee to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

Since the original court decision, the State Board has made a good faith effort to dismantle in most institutions in the state. Little litigation has occurred in the area except the Geier Case relating to TSU and UTN. Statistics at UT and institutions under the Board of Regents establish that dis-

mantling has been successfully established except for TSU. The plan was just a method or an approach for successful dismantling.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

The plan has been accomplished for the most part. I consider this a strong point. The fact that no law suits (other than the Geier Case) are in the courts shows that there must have been no flagrant violations or more suits would have been filed.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

The fact that TSU has not been successful in the dismantling process is regarded as a weakness in my estimation.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

The most pressing difficulties are:

1. The intransigent lack of cooperation of UT. The UT Board of Trustees and administration have not cooperated insofar as the Nashville campus has been concerned.

2. Certain groups among faculty at TSU have not favored complete integration of the campus. Dr. Torrence has had many problems trying to get his faculty to accept and cooperate in efforts to completely integrate the campus.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

I feel that the court order should be complied with completely. He (the judge) has been too patient. The plan has not been completely implemented because of lack of cooperation. Settlement of the matter can only be done by the court. The judge should issue an order to consolidate the operation of the two schools involved in the Nashville situation or require that each student take courses at the two schools. In which case, UTN be made a day school to facilitate the operation with students in each school being required to take certain of their courses in the other school. There is no doubt that, in time, it (UTN) will become a full scale university branch with daytime classes and this is not conducive to dismantling of the dual system.

The Board of Trustees and the administration at UT as well as some elements at Tennessee State should cooperate in the effort if we are to meet the mandate of the court.

Dr. Torrence has a real problem and everyone realizes this. There has been failure at TSU to carry out the mandate of the court and it's difficult to do as things now exist. Only the judge, at this point, can really cause the dismantling process to move forward. This can be done by issuing an order to this effect and he should issue some type of order so that things can move on. Tennessee State is really the only example in the state that exhibits problems in dismantling as all other schools seem to have accomplished what the court desires.

Responses by Dr. Andrew P. Torrence, President, TSU, to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

I consider it to be an effort to provide some cooperation among schools and a certain amount of protection in determining degree granting programs in the state schools. It is a move to see that one school would not overlap another schools offerings. Primary focus is on some effort for various schools to cooperate with each other and share faculty, facilities, etc.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

> In my judgement, cooperation and coordination in higher education are important and I endorse the idea of this. Many desirable values can grow from it but it will not result in integration. Nevertheless, the plan, as I see it, would do very little in assisting Tennessee State in its desegregation efforts.
>
> Cooperation is a good thing to do but won't result in integration. Really, there is nothing in the plan that is good for TSU, in terms of integration.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

> The burden of the whole things is on TSU. The plan tends to restrict and delimit complete freedom of employment at TSU and it tends to make the University (TSU) totally responsible for a situation that has historically been imposed upon it. The state laws did this, forbidding certain people to attend certain schools. The plan (the seven-point plan by the Tennessee Higher Education Commission) does not get to the heart of the problem, which is, that there has recently been the artificial imposing of another public institution of higher learning in the Nashville area. In major recruitment areas, where white students would be expected ordinarily to attend TSU, they have been given an alternative, that being UTN.

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

> We have attempted to find superficial procedures for solving the problem when, really, radical change is required. Further, TSU has historically been at a financial disadvantage and the plan does not provide for the kind of massive funding needed

> to overcome the negative image of the University in the minds of many whites and the years of isolation, segregation and discrimination that have been imposed on the institution.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

> My position, and that of the whole school (TSU), is in the report to the court sent August 1, 1972*. This would be an honest and fair resolution of the problem. It would be acceptable to the court; it would save the taxpayers money and it would show good faith in trying to meet the court order and the ideals of the American democratic society.

Responses by Dr. James Barrett, President, UTN Faculty Forum (1972), to the questions asked during the interview.

What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

> There is no such thing as a plan. There have been several. The Tennessee Higher Education Commission presented a plan, UTN a plan, and TSU a plan. Two of the plans have been reasonably similar. The TSU plan was quite different from the other two. None of the plans is very definitive. At this point, only ideas have been presented as somewhat of a feeler for what the judge wants. There have been three suggested approaches but no definitive plan has resulted.

What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

> The strong points in the plans by the Tennessee Higher Education and UTN are:
>
> 1. To dismantle public higher education here,

---

*See Appendix E for the report to which Dr. Torrence made reference.

there has to be dismantling of TSU in philosophy as the institution prefers and caters to blacks. These two plans (THEC and UTN) would weaken this premise. This is to say that black identity should be weakened enough to provide for a broader philosophy to attract white presence. These two plans, more or less, provide for this.

2. The THEC and UTN plans that have been submitted are humane in that they provide for readjustments and retreading, hopefully, without disorientation of faculty members at TSU who feel that they are in need of further education and updating in order to compete in a more general university scene.

What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

A weak point, regardless of who submits it, will be the method of providing a white presence on the TSU campus. Problems become apparent when one attempts to find a method to force people of legal age (in a noncompulsory educational system) into a particular university. In fact, since force is not a legal solution, then what remains is determining a method of inducement to get people to attend a university with a predominantly black image. Inducements cost money and that's really the weakest point: how are you going to financially do this?

What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

In the first place, let me point out several things that appear to be in error with the essence of the question. Other institutions besides TSU and UTN are involved, however, all heat, light and sound have been focused on UTN and TSU.

There are several difficulties. One is the failure of many people involved as defendants in the court suit to recognize that the suit is broader than UTN and TSU. For example, 2,000 students commute from Nashville to attend Middle Tennessee State

University which provides a daytime program offering predominantly and essentially the same courses as TSU offers.

Both TSU and Middle Tennessee State University have daytime programs and cater essentially to the non-working student. Nevertheless, the majority of the action has been focused at UTN and TSU as competing institutions. It can be demonstrated statistically that UTN attracts students that could not (rather than would not) attend the daytime program such as offered by TSU. It can statistically be shown that 2,000 or more students drive from Nashville to Murfreesboro rather than attend TSU which is the closer institution. Thus, to summarize, there has apparently been great confusion as to who has been duplicating programs that restricted a white presence at TSU.

Another major difficulty has been the misunderstanding about a court order. At present time, there has been no court order requiring any school to undertake any particular action. Court orders, rather, have asked only for the submission of plans to accomplish dismantling with no guidelines suggested by the court. Thus, there exists an ambiguity as to what should be done, or if anything at all should be done.

The major difficulty has been the unwillingness of TSU administration to cooperate when cooperative efforts have been offered. Rather than a cooperative effort, TSU administration has repeatedly taken a position opposing programs with UTN, in particular, unless the programs were under the complete administrative guidance of TSU rather than under joint administrative guidance.

Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

I think the plans offered by UTN and THEC which were quite similar are about as close to a realistic solution as has been offered with the exception that I am not certain that implementation of the white presence can be accomplished at TSU.

CHAPTER IV

ANALYSIS OF DATA, CONCLUSIONS AND RECOMMENDATIONS

The Problem

The purpose of this study was to gather and analyze information concerning the dismantling of the dual system of public higher education as related specifically to TSU and UTN. In resolving the problem, data were gathered, and carefully analyzed, conclusions were drawn and recommendations were made.

ANALYSIS OF DATA

The general status of the predominantly black institutions in the total education spectrum: The Supreme Court decision of 1954 (Brown vs Board of Education) struck down school segregation, and since that time, many changes have occurred in the institutions of higher learning. Students in higher education have been permitted to enroll in the schools of their choice. Consequently, many black public colleges have had enrollment to decline while enrollment in white colleges increased. This obvious trend is due partially to the large number of blacks attending the once "all white" institutions. The evidence shows, however, that whites are not rapidly enrolling in the once "all black" schools except in two or three institutions.

Desegregation in institutions of higher learning has moved slowly and has been difficult partially because of the

absence of power to assign college students to attend particular institutions. Many other factors have affected the status of predominantly black colleges and the data reveal that the most significant factors seemed to be new white competing institutions (including junior colleges), insufficient finance and the attitudes of the citizenry.

Adequate financial support is lacking in many colleges founded for Negroes. Many special problems that characterize these institutions and, thus, indicate a need for added financial support include heavy burdens for financial assistance to the students, low faculty salaries, the need to conduct compensatory instruction and especially the need to overcome the cumulative effects of years of underfinancing that characterizes the history of black schools, most of which, have never received their fair share of state and/or federal monies.

In terms of sources investigated, it was obvious that predominantly black public colleges are now in a very vulnerable position regarding continued existence. These schools are expected to change radically, to instantly attract whites and to compete with predominantly white schools that have never been educationally isolated nor financially handicapped to a great extent. To accomplish what is expected represents an almost unsurmountable task.

The overriding observation regarding black colleges was that there seemed to be a trend toward their elimination as autonomous structures. The trend is seemingly being accomplished through mergers, creation of white competition, in-

sufficient financial support and attitudes of the citizenry.

Over half of the once predominantly black state schools have direct competition from predominantly white state schools that have been recently established in many cases. In most instances, the black schools were already in existence when the white schools were established and this suggests creation of new white competition for predominantly black colleges. All of these events are driving predominantly black schools into decline and their status in the total educational spectrum in questionable.

Significant Events Surrounding the Geier v. Dunn Court Case

The Geier v. Dunn (orginally Saunders v. Ellington) Court Case, Civil Action #5077, had its beginning when there was a filing of action to enjoin construction of a new facility for the UT Center on grounds that it would be duplicative of TSU's courses and services. Other events in the case showed that permission was given to the UT Center to continue to build a physical facility while the case was in court. In August of 1968, defendants in the case were asked by the U. S. District Court Judge, Frank Gray, Jr., to submit a plan to dismantle the dual system of higher education institutions of Tennessee with particular attention to TSU. The defendants submitted a plan which did not satisfy all concerned parties. Later, additional plans for further desegregating TSU were submitted. Neither the original plan nor subsequent plans have been fully implemented but certain portions of the THEC plan were in implementation stages, as

of January 1973, in spite of the fact that the judge had never reacted to the acceptability of non-acceptability of the plan. Meanwhile, the UT Center was elevated to a branch of UT and authorized to grant degrees.

Plan for dealing with the dual system of public higher education in Nashville, Tennessee and some general characteristics of that plan: Although there had been three basic plans presented to the court as of January 1, 1973, none of the plans had been approved or rejected by the court. One of the plans had been referred to as the State's Plan because it was presented by the Tennessee Higher Education Commission, a body that was then assigned to execute responsibilities in higher education in the state. Although the judge had not ruled on the acceptability or non-acceptability of this or any plan, the state began implementation of the THEC plan for further desegregation of TSU. Nonetheless, neither this (the THEC plan), nor any other plan was a definitive plan and none could have been regarded as binding as the judge had not issued a ruling.

Since the THEC plan was the only plan that the state had attempted to implement, the points in this plan are discussed in some detail. The plan required that: (1) all vacancies at TSU be filled with white faculty insofar as it was practical; (2) TSU and other institutions in Middle Tennessee begin a faculty exchange program in the fall of 1972; (3) ten non-black faculty members be added to TSU in areas where a strengthened faculty would likely attract white students;

(4) a financial aid program be instituted to increase enrollment of non-blacks at TSU; (5) the recruitment program for non-black students at TSU be expanded; (6) the physical appearance of the TSU campus be improved; and (7) all scheduled classes for the Nashville portion of the UT School of Social Work be taught on the TSU campus beginning in the fall of 1972.

In point number one of the plan, there was a restriction on freedom of hiring and employment at TSU in that TSU was being required to hire white faculty to fill all vacancies insofar as was possible. There was no provision in the plan for white institutions to hire black faculty to fill all or any portion of the vacancies that might have occurred in the predominantly white state colleges. The impact of point one in THEC's plan would result in some discrimination in hiring practices in the state as positions at TSU would be practically removed from black availability and there was no provision to counterbalance this by increasing possibilities for hiring blacks in other areas of the state's higher education system.

Point number two of the plan provided for a faculty exchange program, not specifically between TSU and UTN, but between TSU and several predominantly white institutions in the Middle Tennessee area, four state schools (UTN, Austin Peay, Middle Tennessee State University, Volunteer State Community College) and one private school (Vanderbilt University).

No white faculty members from TSU were eligible for participation in the faculty exchange program and no black faculty

persons from UTN or other predominantly white institutions were eligible for participation in the exchange program. The program was structured so that a participating faculty member was to leave a faculty where his race was in the majority and join a faculty where his race was in the minority, with placement being in the same teaching area. The involvement of teachers in the faculty exchange program was on a voluntary basis though subject to administrative approval from the specific schools involved.

Although several institutions were to be involved in the exchange program and extra effort was required for such involvement by all of the institutions, the per capita weight of the faculty exchange program was overwhelmingly on TSU as TSU was the only predominantly black school that could offer black faculty in the exchange. This was true because no other school involved had a predominantly black faculty. UTN and several other state institutions (all other state higher education institutions in the Middle Tennessee area) had their combined white faculty to offer in the exchange in addition to the white faculty available from Vanderbilt University. Thus, a strain was placed on the TSU faculty as it attempted to cooperate in the exchange program in that TSU had approximately 222 black faculty persons for use on exchange while the combined white faculty of state institutions in Middle Tennessee (UTN included as one of the several) numbered around 686 (see Appendix B). Thus a numerical advantage of more than three to one was given in favor of white state institutions being easily able to pro-

vide the proper volunteer personnel for the faculty exchange program without even considering the additional number of persons available from the 1300 member predominantly white faculty at Vanderbilt University.

In point number three, the lessening of black faculty percentage in the entire state was obvious in that ten new positions were to be created at TSU for non-black faculty. Since there were no provisions for creating positions in any institutions solely for black faculty, black faculty percentage in the total system of higher education in the state would be reduced by the creation of those ten new positions for whites at TSU.

Point four had logical means of providing for an increase in white enrollment at TSU. It gave an overall advantage to white students by offering a special financial aid program that would be open only to white students. Some of the weight of desegregating public higher education in Nashville was to be accomplished at the expense of the black students as this particualr financial source would be removed from black students.

Point five presented an approach designed to increase white enrollment at TSU through expansion of the recruitment program for non-blacks. This approach presented a good possibility for increasing white enrollment at the school.

Point six dealt with improving the physical appearance of the TSU campus and was perhaps one of the strongest points in the plan for truly increasing desegregation at TSU. State officials recognized the need in this area and made some pro-

visions to financially support the cost of improving the physical appearance of the TSU campus.

The final point, number seven, provided for the UT School of Social Work to hold its classes on the TSU campus in order to bring whites to TSU. The arrangement was a method of getting whites on the TSU campus but this was more a shoving and manipulating of people and programs to meet a court mandate and there was little regard for the long range negative consequences that could result which included reduction in space for TSU's own programs because of UT's School of Social Work occupying a portion of the available teaching space at TSU.

Although the Tennessee Higher Education Commission Plan was being implemented, there was sharp criticism of the Plan. The criticisms established evidence of numerous subjective terms and phrases in the State's Plan. Further, there was an indication that the State's Plan had been formulated to create an illusion of movement toward desegregation while the weight of evidence showed little progress and insincere concentration upon desegregating TSU rather than involving all public higher education institutions in the State. The critique indicated that TSU was far ahead of other institutions in desegregating its faculty (see appendix D). Even before the order to dismantle was given, TSU had a faculty ten times more integrated than any of the predominantly white institutions in the State and to order that all vacancies occurring at TSU be filled with whites and failure to issue a parallel order to fill all vacancies at the predominantly white institutions with blacks was regarded by some as an affront to TSU.

How school administrators and State officials have generally viewed the dismantling of the dual system of public higher education in Nashville, Tennessee as related specifically to TSU and UTN: Ten persons who were very close to the dismantling process were interviewed. The opinions of the school administrators and public officials to the questions asked during the interviews are analyzed as follows:

Question 1: What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be? Most of those interviewed felt that the plan had some merit although all of those who felt that it was of value did not believe that the plan would result in true dismantling of the dual system. A few regarded the plan as being without any positive value and some even felt that the plan was an attempt to preserve UTN while doing harm to TSU.

Question 2: What do you consider to be the strong points in the present plan to dismantle the dual system of higher education in Tennessee? There was no overriding majority opinion to this question. Three of the ten interviewed saw no particular strengths in the plan. Three others felt that the greatest strength was the fact that the plan gave recognition to the present structural situation, the feelings and attitudes of the community and the attempt to dismantle was being made within this framework so as not to badly disrupt the educational process. One of the ten respondents gave the weakening of TSU in philosophy and the weakening of black identity associated with TSU as a strength in the dismantling plan. Recruiting

programs in the different schools was another strength referred to by one of those interviewed.

Question 3: What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee? The moving around and mixing of students and the manipulating of programs were given as weaknesses by three of the ten persons interviewed and this represented the greatest amount of agreement with reference to weaknesses in the plan. Two of those responding saw the entire plan as being weak and felt that the dual system should be torn down completely and rebuilt in a unitary fashion. Other eminent weaknesses given by some of those interviewed included the fact that the entire burden of dismantling had been placed on TSU and the additional fact that a UTN building had already been erected in the Nashville area.

Question 4: What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation? Many difficulties were listed but there was no one difficulty that represented the thinking of more than two of those interviewed. Two persons gave as a major difficulty the failure of the Judge to hand down a decision in the case while two others saw the UTN building in Nashville as a major difficulty and still another two regarded black pride in TSU and opposition of blacks to complete dismantling as a definite difficulty.

Some regarded lack of cooperation on the part of TSU or UTN officials as a major difficulty. Lack of funds to overcome the negative image of TSU in the minds of many whites and failure to have a common agreement on the goals of the plan were listed as difficulties although these were listed by only one person interviewed.

Question 5: Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued? Five of the ten interviewed recommended that provisions be made to have only one public institution of higher learning in Nashville and that such be accomplished either through closing UTN, effecting a merger between TSU and UTN, or through combining the two schools in some other manner. Two of those interviewed recommended that the Judge hand down a decision in order that dismantling the dual system could proceed more rapidly as there was reluctance to effect the THEC Plan or any other plan that had never been accepted or rejected by the Judge. One individual recommended greater financial allocations for positive development of TSU. Another recommended that hiring practices be changed and that all teachers be hired and assigned to the different State schools by one board, the Board of Regents. One other recommendation was that the present dual system of public higher education in Tennessee be torn down completely and rebuilt in a unitary fashion.

How successful the efforts have been to dismantle the dual system of public higher education in Nashville, Tennessee: The success of dismantling the dual system of public higher education in Nashville, Tennessee is difficult to determine as there have been no guidelines from the court establishing what would be considered as a dismantled system. The Judge ordered dismantling with special attention to Tennessee State University but did not describe what would be termed a dismantled system. Thus, one can only measure success relative to the steps that were taken as the State attempted to dismantle its dual system of public higher education. Without any ruling of acceptability or non-acceptability by the Judge, the State began implementation of the THEC Plan. The relative success of dismantling with regard to this plan follows.

In terms of point one of the THEC plan which related to the filling of faculty vacancies at TSU with whites, the school managed to increase white faculty from 13 percent to 20 percent between the 1971-72 academic year and the 1972-73 academic year. The plan had projected a 28-30 percent increase in white faculty, however, the accomplishment fell short by eight to ten percent.

In point two, the plan projected that in 1972, 20-25 full-time faculty members (or the equivalent) would be involved in the faculty exchange program (exchange between TSU faculty and faculty of predominantly white area colleges). Only nine TSU faculty members had been involved in the ex-

change program as of January 1973. Here accomplishments were 55-62 percent below projections in the plan.

Point three provided for the addition of 10 non-black faculty members at TSU in areas where strengthened faculty could attract white students. Eight white faculty members were added to the TSU faculty which was made possible because of $107,136 of HEW (Health Education and Welfare) funds. The goal of 10 new white faculty members was 80 percent accomplished with the addition of the eight white faculty members at Tennessee State University in the academic year 1972-73.

Point four provided for increasing the white student enrollment (95 in the year 1971-72) by 30 percent, through a financial aid program in the fall of 1972. Reports showed that financial awards totalling $65,194 were made to 67 white students for the 1972-73 academic year. Enrollment figures show a total of 165 white students enrolled at TSU in the fall of 1972, which represented a fifty-seven percent increase in white enrollment (from 95 in 1971-72 to 165 in 1972-73), a much higher percent increase in white enrollment than the projection of 30 percent in the THEC plan.

Point five of the plan provided for an expanded recruitment program for non-black students. According to reports, the recruitment manpower at TSU was raised from one to two full time recruitment officers. However, the added recruitment officer was involved in recruiting both blacks and non-blacks rather than non-black students only. Any increase in

white enrollment due to the expansion of recruitment personnel could not be clearly identified and the impact of this change (if any) would be reflected in the 57 percent increase in white students that was reported in discussing point four of the plan. There was no way to define which students enrolled at TSU only because of expanded recruitment efforts at the University.

Point six, that called for improvements in the physical appearance of the TSU campus, cannot be analyzed in terms of percent of accomplishment, as there was no definite listing of specific improvements that were to be made at TSU. However, there have been numerous improvements including inside painting and renovations of several buildings, erection of campus and building markers, installation of additional lighting, heating and cooling facilities, and general ground improvement through excavation and land fill.

Point seven had been completely accomplished. The UT School of Social Work was relocated from the UTN campus to the TSU campus (in temporary quarters) in September 1972. Provisions have been made for more permanent quarters to house the UT School of Social Work at TSU.

In summarization, three of the seven points (point two, point four, and point seven) met or exceeded projections in the plan. Two points (points one and three) fell below plan projections, while two points, (five and six) could not be evaluated in terms of percentages, though progress was visible in the areas covered by points five and six.

CONCLUSIONS

On the basis of the analysis of collected data, the following conclusions are warranted:

1. Many black colleges are faced with a bleak future partially because of declining enrollment, insufficient finance resulting from inequities (past or present) in state and/or federal funding along with other related problems. Evidence indicates that the greatest single factor that has affected enrollment patterns in developing black colleges is white competition. As a result of the conditions stated, the black colleges have been unable to maintain status quo, many are rapidly losing status in the total educational spectrum and they are educating smaller and smaller percentages of the college graduates in the society.

2. Originally the mission of TSU (established in 1912) was to educate the Negro population of Tennessee. The original mission of UTN (formerly the UT Center in Nashville, established in 1947) was to give working people an opportunity to conveniently improve both their educational status and job expertise through attending a downtown center in an evening situation. This service was limited to the white population. These original missions have now been altered by the court ordered desegregation. The effects of this court order made it imperative that TSU increase its white student population.

3. There is no official plan for dealing with the dual

system of public higher education in Nashville, Tennessee. Several plans have been presented to the court with varying characteristics but the court has not approved any plan. However, the THEC plan has been implemented to some degree.

4. The THEC plan placed disproportionately heavy responsibility on TSU in setting forth a plan for dismantling the State's dual system of public higher education. There were few points in the plan that required extra effort and adjustments on the part of the State institutions except TSU. The plan was far from popular with all persons involved. This was indicated strongly in the TSU Faculty Senate Critique (see appendix D).

5. Generally, in the dismantling of public higher education in Nashville, Tennessee, school administrators and State officials felt that:

A. It would have been better had special attention been given to all of the public institutions of higher learning in the State rather than focusing specificially on TSU and UTN.

B. Progress in dismantling the dual system of public higher education, as related specifically to TSU and UTN, was impeded because of the existence of the physical facility that UTN was permitted to complete during the court case, and a lack of real conscientious cooperation between officials at TSU and UTN.

C. The Geier v. Dunn Court Case had been in existence without resolution far too long, thus, the case needed to be finally resolved and a definite decision handed down by the Judge in order that those involved might better know whether or not they were moving in the direction that would be acceptable to the court.

6. Close examination of the Geier v. Dunn Court Case and the events that resulted therefrom showed that as of January 1, 1973, there had not been an appreciable amount of success in dismantling the dual system of public higher education in Tennessee as related specifically to TSU and UTN in Nashville, Tennessee.

RECOMMENDATIONS

1. That in view of the fact that black colleges have played and still play a significant role in the education of the citizens of the United States, the State of Tennessee should find ways and means to continue to develop and support a predominantly black college giving it the capability of attracting both black and white students in large numbers.

2. That the State of Tennessee avoid the practice of building new State facilities, creating new State institutions or expanding existing ones that directly compete with an adversely affect the predominantly black State colleges already in existence.

3. That in order to implement a course of action that is definitive, any court case involving dismantling of a dual system of education should be expeditiously resolved and rulings by the court should be made readily to avoid lags and delays in the dismantling process.

4. That in dismantling the dual system of higher education in the State of Tennessee, the responsibility for dismantling be shared equally by all institutions in the State system.

5. That this study be made available to State officials and school administrators who are participating in the dismantling of the dual system of public higher education in the State of Tennessee.

6. That follow-ups to this study be done as soon as feasible, comparisons be made between this and subsequent studies and the information obtained be utilized to improve the educational atmosphere in the State of Tennessee.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Berdahl, Robert O., et. al., Statewide Coordination of Higher Education. Washington: The American Council on Education, 1971.

Berman, Daniel M., It Is So Ordered: The Supreme Court Rules on School Segregation. New York: W. W. Norton and Company, Incorporated, 1966.

Blaustein, Albert P. and Ferguson, Clarence Clyde, Jr., Desegregation and the Law: The Meaning and Effect of the School Desegregation Cases. New York: Random House, Incorporated, 1962.

Carnegie Commission on Higher Education, Between Two Worlds: A Profile of Negro Higher Education. New York: McGraw Hill Book Company, 1971.

_____, From Isolation to Mainstream. New York: McGraw Hill Book Company, 1971.

Cushman, Robert Eugene, Leading Constitutional Decisions. New York: F. S. Crofts and Company, 1946.

Egerton, John, The Black Public Colleges: Integration and Disintegration. Nashville, Tennessee: Race Relations Information Center, 1971.

Eulau, Heinz, and Quinley, Harold, State Officials and Higher Education. New York: McGraw Hill Book Company, 1970.

Gilman, Daniel Coit, University Problems in the United States. New York: Johnson Reprint Corporation, 1971.

Glenny, Lyman A., Autonomy of Public Colleges. New York: McGraw Hill Book Company, 1959.

Mayhew, Lewis B., The Literature of Higher Education. San Francisco: Jossey-Bass Incorporated, 1971.

McGrath, Earl J., The Predominantly Negro Colleges and Universities in Transition. New York: Bureau of Publications, Columbia University, 1965.

Sayler, Richard J., Boyer, Barry B., and Gooding, Robert E., Jr., The Warren Court: A Critical Analysis. New York: Chelsea House, 1969.

Stuart, Reginald, Black Perspectives on State-Controlled Higher Education. Nashville, Tennessee: The John Hay Whitney Foundation, 1973.

PUBLICATIONS OF THE GOVERNMENT

AND OTHER ORGANIZATIONS

Abrahams, Louise, State Planning for Higher Education. Washington, D. C.: The Academcy for Educational Development, Incorporated, 1969.

Tennessee State Board of Education, Bulletin of Tennessee Agricultural and Industrial State College, Nashville, Tennessee: Rich Printing Company, 1947.

Tennessee State Board of Education. Tennessee State University Catalogue. Nashville, Tennessee: Tennessee State University, 1971.

United States Department of Health, Education and Welfare, Higher Education Information Survey of the National Center for Education Statistics. Washington, D. C.: Division of Education, 1973.

University of Tennessee, The University of Tennesse, Knoxville 1972-73 General Catalog. Knoxville, Tennessee: The University of Tennessee, 1972.

University of Tennessee, Nashville, The University of Tennessee, Nashville Winter Quarter 1973 Schedule of Classes. Nashville, Tennessee: The University of Tennessee, Nashville, 1972.

PERIODICALS

Holsendolph, Ernest, "Black Colleges Are Worth Saving," Fortune. Volume 84, Number 4, October, 1971.

Slater, Jack, "Is the Black Public College Dying?" Ebony. Volume 27, Number 92, October, 1972.

UNPUBLISHED MATERIALS

McAlpin, Donald. "Analysis of the Efforts to Promote Racial Desegregation Within the Pasadena Unified School District as Directed by the Court Order of Judge Manuel L. Real in January of 1970." Unpublished doctoral dissertation, Walden University, Naples, Florida, 1972.

COURT CITATIONS

Brown v. Board of Education, 347 U. S. 493, 74. Supreme Court 686, 98 L. Ed. 873 (1954).

Plessy v. Ferguson, 163 U. S. 537, 16. Supreme Court 1138, 41 L. Ed. 256 (1896).

Civil Rights Act of 1964 with Explanation, Public Law 88-352. Chicago, Illinois: Commerce Clearing House, Incorporated, 1964.

APPENDICES

APPENDIX A

PLAN FOR ACHIEVING MEANINGFUL DESEGREGATION OF PUBLIC COLLEGES AND UNIVERSITIES IN TENNESSEE AND FOR ABOLISHING A DUAL SYSTEM OF HIGHER EDUCATION

PLAN FOR ACHIEVING MEANINGFUL DESEGREGATION OF PUBLIC COLLEGES AND UNIVERSITIES IN TENNESSEE AND FOR ABOLISHING A DUAL SYSTEM OF HIGHER EDUCATION

The opinion rendered by the United States District Court for the Middle District of Tennessee in the case of Sanders et. al. v. Ellington et. al. stated that all public colleges and universities in Tennessee were pursuing an open-door policy in the admission of students and, with the exception of Tennessee Agricultural and Industrial State University, were making progress toward a reasonable level of desegregation. The court concluded, however, that progress had been slow because of mistakes and inequities in the past rather than because of any constitutionally impermissable act. The court stressed that the absence of real progress in desegregation at Tennessee Agricultural and Industrial State University in effect resulted in a dual system of public higher education. Therefore, the court order was issued which required the defendants to submit a plan by April 1, 1969, which would be designed to bring about a meaningful level of integration at all institutions with particular attention to Tennessee Agricultural and Industrial State University and which would eliminate the dual system of public higher education resulting from the racial mix of students at Tennessee Agricultural and Industrial State University. Emphasis was placed upon the need for individual institutional efforts toward desegregation and for cooperative efforts involving two or more institutions as

well as the coordinating efforts of the Tennessee Higher Education Commission.

An essential element of any plan for racial desegregation in public higher education is a full commitment by higher education governing boards, administrative officials, and faculty members to the maximum enrollment of all qualified minority group students. Officials of the State of Tennessee, the Tennessee State Board of Education, the University of Tennessee's Board of Trustees, institutional presidents and chancellors, and other higher education officials fully support and encourage the enrollment and retention of students from minority groups. This commitment was recognized in the court decision and is emphasized in the preparation of this plan. Additionally, such action is in harmony with the official position of the State of Tennessee on racial integration.

In compliance with the court order to submit a plan for a higher degree of racial balance, two coordinated efforts have taken place under the guidance of the Tennessee Higher Education Commission with assistance from the Tennessee State Board of Education, the University of Tennessee, and officials of all public colleges and universities. The first activity involved the development of programs and plans by individual colleges and universities to enroll and retain larger numbers of Negro students or, in the case of Tennessee Agricultural and Industrial State University, to enroll more white students. Each institution and its governing board will implement their programs and plans. The second activity involved the planning

of cooperative action by Tennessee State Agricultural and Industrial State University, the University of Tennessee, and other institutions to bring about greater racial balance at Tennessee Agricultural and Industrial State University. Tennessee A. and I. State University and the University of Tennessee were especially involved in the development of joint efforts because Tennessee A. and I. State University and the University of Tennessee's Nashville Center are in the Nashville Metropolitan Area, are best located for interinstitutional cooperation, and have opportunities to develop joint programs. Other institutions, especially Middle Tennessee State University and Austin Peay State University, will also be involved in some coordinated educational activities which may have an impact on integration of Tennessee A. and I. State University.

Institutional Plans to Increase Minority Group Enrollment

The first part of the plan to achieve greater racial balance in Tennessee's public colleges and universities will deal specifically with individual institutional activities to increase minority group enrollment. Since Tennessee A. and I. State University's challenge is to enroll additional white students, its plan of action will receive separate treatment.

Planned activities of the institutions other than Tennessee A. and I. State University include the following:

1. Each institution will continue and expand aggressive and intensive efforts to recruit qualified Negro students

from predominantly Negro and white high schools. College and university admissions counselors will visit all high schools within their recruitment areas, including predominantly Negro schools, and all types of recruitment and admissions materials will be made available to minority group students. Recruitment brochures and other advertising materials will be prepared to appeal to minority group students. Institutions will use interested Negro students and staff members to contact high school students and encourage them to consider enrolling at their institutions. Negro youngsters will be encouraged to visit campuses for recruitment and orientation purposes.

2. College and university officials will establish close working relationships with principals, guidance counselors, and teachers in predominantly Negro high schools to identify minority group students with the potential for college education but without interest, motivation, or financial resources. Institutional representatives will then work with these students to encourage and arrange for them to go to college.

3. Since many Negro students are economically disadvantaged, they have a relatively high need for financial assistance for college and university expenses. For example, about 60 percent of the students entering Tennessee A. and I State University come from homes where family income is less than $5,000 a year. All students from families with less than $5,000 income will need financial assistance to attend college. Colleges and universities will, therefore, send com-

plete information on financial aid programs--grants, loans, scholarships, and campus work--to all predominantly Negro high schools as well as predominantly white schools. In addition, personal assistance from institutional representatives will be given to students with unusual financial problems. This assistance will be given during visits to the high schools as well as on the college campuses.

4. With the increased emphasis on the enrollment of Negro students, certain amounts of financial aid will be set aside for minority group students who are financiall disadvantaged. This assistance will be administered to give the maximum benefit to these youngsters. When available, some scholarships will be awarded to Negro students with academic potential, but whose ability, as demonstrated by high school grades and standardized test scores, may not qualify them for the usual scholarship award. State, federal, and private sources of financial aid for minority group students will be pursued actively by all institutions to increase the availability of assistance. Work-study programs will be set up for a greater degree of Negro participation.

5. Colleges and universities will launch and/or strengthen on-campus orientation, guidance, and counseling programs for Negro students. The intent of these programs will be to create a more favorable environment for the minority group students and to help them in performing successfully their academic programs. Particular attention will be given to the implementation of pre-enrollment activities, including non-credit courses, for minority group students who have academic

deficiencies which might make it unusually difficult for them to succeed in college. Programs will include reading clinics, remedial courses in communications and mathematics, tutoring service, and special sections of courses for students with deficiencies.

6. Colleges and universities will concentrate upon securing the active involvement of Negro students in campus activities, such as student government, clubs, dramatics, band, publications, sports, and residence hall programs. These activities will give identity and satisfaction to the Negro students and will reflect a welcome atmosphere.

7. Colleges and universities will intensify their efforts to recruit and retain Negro faculty and staff members who can assist in the attraction of Negro students, in counseling them, and in serving as success models for Negro students.

8. College and university faculty and staff members will be encouraged to interact directly with minority groups students in the resolution of their problems within and without the classroom.

9. All facilities, programs, and activities on all college and university campuses will be open to all students, and all students will be encouraged to participate fully in all institutional events and activities. A statement of the policy will appear in all recruitment and advertizing materials, as appropriate.

Tennessee A. and I. State University will undertake the following programs to attract additional white students from within the State of Tennessee:

1. A comprehensive program will be launched to recruit white students through visits to predominantly white high schools, by sending recruitment materials to white institutions, and by developing special academic activities to attract white students. Integrated institutional recruitment teams will visit white as well as Negro high schools. Students from white schools will be encouraged to make campus visits to Tennessee A. and I. University to become acquainted with its programs, facilities, students, and faculty.

2. The availability of scholarships and other financial aid programs, work or economic opportunity grants, loans, and campus jobs, will be publicized widely in white and Negro high schools to attract more white students.

3. Tennessee A. and I. University will offer special Saturday, evening, and summer academic activities for high school students of all races. Emphasis will be on basic skills courses as well as African-American drama, art, history, and literature to enable white teachers and students to become more familiar with Negro Americans. Cultural and educational programs of general interest will be open to the public.

4. Racially integrated conferences, workshops, institutes, and other non-credit activities for school and non-school personnel will be sponsored by the institution to bring white persons to campus, encouraging them to send their children to the institution for regular college programs and courses. Particular efforts will be made to secure state and federal grants for special educational activities.

5. Activities will be undertaken separately by the institution and in conjunction with federal, state, and local governments to upgrade the physical appearance and atmosphere of the campus and surrounding neighborhood to make them more attractive to students of all races.

6. Additional qualified white faculty members will be sought to encourage a higher degree of white student enrollment and to provide white faculty to aid in student recruitment.

7. Tennessee A. and I. University will give concentrated attention to developing and publicizing academic programs which will attract white, as well as Negro students, from the Nashville area. White enrollment from the immediate geographical area is probably the first step toward a significant increase in the numbers of white students at this institution.

Interinstitutional Programs to Achieve Meaningful Racial Balance in Enrollments

The existence of two public institutions of higher education in Nashville, (the University of Tennessee Nashville Center and Tennessee A & I State University) and the existence of two other state universities within 40 miles of Nashville (Austin Peay State University and Middle Tennessee State University) provide opportunities for the development of cooperative programs that can improve the racial balance in all of the institutions involved, and can accelerate the desegregation of Tennessee A & I State University.

Effective cooperative programs require that the institutions have similar educational objectives, have students and faculty that are sufficiently comparable to enable them to work together effectively in a joint program, and have sufficient incentives for cooperation to overcome the administrative problems of scheduling, transportation of faculty and/or students, and similar problems.

Cooperative arrangements can range all the way from holding joint conferences and workshops, having faculty teach courses at more than one institution, to jointly planned degree programs where a single coordinated program is offered leading to a degree from any of the cooperating institutions.

In addition to cooperative program activities involving more than one institution it will be possible, in selected professional areas and in graduate and other specialized areas, to assign responsibility to one institution for offering a single program to serve the entire metropolitan area.

Some examples of possible areas of specialization are listed below. In most areas where unique programs might be possible, it will take several years to develop programs which will serve the Nashville metropolitan area. If unique programs are of good quality and are designed to meet the needs of the diverse student population in Nashville, they should increase desegregation at the institution responsible for developing them. Wherever Tennessee A & I State University can demonstrate the potential to offer a program serving the entire metropolitan area, it should be given propriety in developing the program.

To promote coordinated planning and development of both cooperative programs and the assignment and development of unique programs, and to avoid unnecessary overlapping and duplication of programs in the Nashville area, a "Nashville Higher Education Development Committee" will be formed with representation from the Tennessee Higher Education Commission, the State Board of Education, the University of Tennessee, and public higher education institutions in the Nashville area. A representative of private higher education will be asked to meet with the committee.

The purposes of the Committee will be to plan the development and implementation of cooperative programs, to suggest areas where a single program should be developed for the whole metropolitan area, and to review the effectiveness of cooperative program arrangements. When this Committee has developed new academic programs, the Committee will recommend their acceptance to the State Board of Education and the Univerity of Tennessee's Board of Trustees. These governing boards will seek approval of programs from the Tennessee Higher Education Commission. Full implementation of cooperative programs among Tennessee A. and I. State University, the University of Tennessee's Downtown Nashville Center, and other institutions will also require formal agreements approved by the respective governing boards.

Specific plans for interinstitutional cooperation are outlined on the following pages:

Faculty - Each institution has faculty members with strong qualifications who could offer courses at institutions other

than their own. For example, the business administration faculty at Middle Tennessee State University and the University of Tennessee's Downtown Nashville Center might teach special courses at Tennessee A. and I. State University while Tennessee A. and I. faculty in engineering, education, sociology, and Afro-American history and culture might offer instruction at the other two institutions. Therefore, the chief academic administrators of the three institutions will arrange for joint appointments of selected faculty members and for the joint planning of course offerings.

Special incentives will be required to make effective the joint faculty appointments. Incentives will include payment to faculty for transportation costs between institutions, flexibility in teaching schedules for faculty on their home campuses, and salary supplements to compensate faculty for inconveniences and loss of time in commuting. The primary employing institution will pay the faculty member involved in cooperative teaching with appropriate financial contributions being made to the primary institution by the secondary institution.

Joint faculty appointments and cooperative teaching will facilitate racial integration of faculty and avoid unnecessary duplication in faculty employed to teach specialized and advanced courses. The three Nashville area institutions, especially the University of Tennessee Nashville Center and Tennessee A. and I., will undertake joint recruitment of faculty who will understand from the beginning their cooperative responsibilities.

Students - Students at Tennessee A. and I. State University, the University of Tennessee's Downtown Nashville Center, and Middle Tennessee State University will have complete transfer of course credits with acceptable grades from one institution to another and a student's registration at one institution will provide him access to course offerings at others if he is in good academic standing at his primary institution. These arrangements will allow students to broaden their academic programs, speed completion of degree requirements in certain cases, and schedule courses more in harmony with non-college work situations and places of residence.

To facilitate movement of students between the University of Tennessee's Nashville Center and Tennessee State A. and I. University, regular bus service should be provided, and course descriptions and schedules at both institutions will be made available to students on both campuses.

Curricula - Insofar as is reasonable, degree granting curricula at Tennessee A. and I. State University, Middle Tennessee State University, and the University of Tennessee's Downtown Center will not be duplicated, except where enrollments are in sufficient numbers at each campus to justify duplication, and where duplication is of special assistance to students. The latter point is important since the University of Tennessee's basic activity in Nashville is a night program, designed for students (largely part-time) who must attend this type of institution for their higher education.

The Tennessee Higher Education Commission will give special attention to programs in the Nashville area. The

University of Tennessee's Downtown Nashville Center will continue to offer and to improve its existing programs and to offer new programs which are needed by students who must obtain their public higher education in the evening after regular working hours. The Center, however, will depend upon Tennessee A. and I. State University for specialized education offerings.

Joint degree programs in specialized areas will be developed between the University of Tennessee's Downtown Nashville Center, Tennessee A. and I. State University, and Middle Tennessee State University.

Conferences, Institutes, Workshops, and Seminars - The three Nashville area institutions will cooperate fully in seeking, planning, and managing conferences, institutes, workshops, seminars, and other non-credit educational activities. Facilities, materials, and staff will be shared.

Conclusion

The number of Negro freshmen entering the predominantly white public universities in Tennessee has risen from approximately 100 in the fall of 1963 to approximately 570 in the fall of 1968. With the proposed recruitment plans, the special financial aid provisions, and special counseling and compensatory programs that are described above, it seems likely that the number of Negro freshmen in the predominantly white universities and colleges of Tennessee will continue to climb rapdily. By 1973 it is reasonable to expect that 1000 to 1500 Negro freshmen will enroll in the predominantly white institu-

tions. In addition, many more Negro students will enroll in the new community colleges that will be established between now and 1973. These students will represent between 30 and 45 percent of all Tennessee Negro college entrants.

The number of white students who will enroll at Tennessee A. and I. will depend on the rate at which joint programs can be developed, the rate at which unique programs assigned to Tennessee A. and I. University can be developed to the level where they can serve the entire metropolitan area and the rate at which Tennessee A. and I. State University can be made attractive to white students in the Nashville area. More time will be required to enroll large numbers of white students at Tennessee A. and I. State University than will be required to increase Negro enrollment at the other public universities, but the steps that are proposed here should lead to a substantial enrollment of white students at Tennessee A. and I.

APPENDIX B

PLAN FOR FURTHER DESEGREGATION OF TENNESSEE STATE IN THE FALL OF 1972

PLAN FOR FURTHER DESEGREGATION OF
TENNESSEE STATE IN THE FALL OF 1972

General

Several specific actions are presented below which will be implemented in the fall of 1972, and which should lead to a further desegregation of both the faculty and the student body of Tennessee State. Some of the actions may also contribute to the further desegregation of the faculties of other public institutions in the Middle Tennessee area. A report on the black enrollment at each public institution in the fall of 1971 and two preceding years is presented in Table I, and the number of black faculty and other professional staff at each institution is presented in Tables II and III. Black enrollment in predominantly white institutions has grown steadily, both in number and as a proportion of total enrollment, and there has been an increase in non-black enrollment at Tennessee State. A small but steady increase in black faculty at the predominantly white institutions has occurred, but there has not been an increase in non-black faculty at Tennessee State. For each of the specific actions described subsequently an estimate of the impact on the desegregation of Tennessee State is provided. While no guarantee of a specific level of white or black enrollment is possible in any situation where student choice is the final determinant of results, the defendants will make all reasonable efforts to achieve, or exceed, the levels of desegregation estimated in the actions below. The specific actions are organized under the headings of faculty desegregation and student desegregation, although some ac-

tions may affect both.

Faculty Desegregation at Tennessee State

In the fall of 1971 Tennessee State had 275 full-time equated faculty. Fifty-three (19 percent), were non-black and about 35 of these (13 percent), were white. There were 94 professional staff members, of whom 11 (13 percent) were non-black. Nine of the non-black faculty members are eligible for tenure, while approximately 200 of the black faculty are eligible for tenure, reflecting the relatively recent employment of most white faculty.

During the last four years about 25-30 faculty have been employed each year at Tennessee State. These have been nearly all replacements for faculty who resigned, retired, or died. There has been very little growth of the Tennessee State Faculty during this period, because enrollment has been declining due to a reduction in out-of-state students. About a third of the new faculty hired in the past four years have been non-black. Tennessee State has more faculty in relation

Table A
New Faculty Employed by Color and Year

Year	Non-Blacks	Blacks	Total
1968-69	9	21	30
1969-70	9	19	28
1970-71	12	15	27
1971-72	8	18	26

to students than any other university, a ratio of 1:16 at Tennessee State, compared to an average ratio of 1:20 for all public universities.

One. Tennessee State will employ white faculty to fill all vacancies, insofar as it is practical to do so. The only exceptions will be: (1) where no qualified white person can be found for a position, or (b) where a black applicant is superior to the best white applicant.

Following this procedure should lead to the addition of 20-25 non-black faculty by the fall of 1972 to the 53 already employed. This should produce a total of 70-75 non-black faculty, or about 28-30 percent. Over a three year period a policy of hiring mostly white faculty would probably raise the percent of non-black faculty to 35-40 percent of the total. It should be possible in today's job market to find qualified white applicants for nearly all jobs. To decrease turnover of white faculty, the university will establish a policy of hiring faculty who have completed their training and, thus, are more likely to remain than the white faculty it employed when the market was less favorable. The employment of one or two white administrators in key academic positions as soon as vacancies occur will also help to retain the faculty who are recruited.

This action can be financed with the regular budgeted funds available to Tennessee State.

Two. Tennessee State and other Middle Tennessee institutions will implement a faculty exchange program in the fall of 1972. Between 20 and 25 Tennessee State faculty will take appointments at UT Nashville, Middle Tennessee State, Austin Peay, Volunteer State, or Vanderbilt, and their positions will be filled by faculty from the other Middle Tennessee institutions. Insofar as possible, full year full-time exchanges will

be arranged, but exchanges for a single quarter, or on a part-time basis will also be arranged if necessary to produce at least the equivalent of 20-25 full-time exchanges. Depending on the number of exchanged white faculty who are part-time, this means that up to 50 or 60 additional white faculty will be teaching on the TSU campus.

Faculty involved in the exchange will not have to relocate their families and will be compensated for travel costs, and will have a relocation stipend of a thousand dollars a year.

This program is estimated to cost about $100,000 per year; twenty-five exchanges will involve 50 faculty and average travel and salary increase will be about $2,000 per person. Funds to support this program have been promised by the U. S. Office of Education.

Three. Ten new non-black faculty will be added by Tennessee State in areas where a strengthened faculty would be most likely to attract white students. Enough funds will be provided to permit the employment of some senior faculty who may be instrumental in improving the quality of selected programs. At an average cost of $15,000 per faculty member, these additions will cost $150,000 per year to finance. Funds to support this program have also been promised by the U. S. Office of Education.

These three steps should increase the number of non-black faculty from 53 in the fall of 1971 to between 100 and 110 in the fall of 1972. This is about 36-38 percent of the total,

and would double the non-black faculty in a single year.

In a later section of this plan it is indicated that UT School of Social Work will be operated on the TSU campus. If this is included as part of the totals above (even though it will continue as a UT program) then the number of non-black faculty on the TSU campus will be increased by an additional 20 persons, to between 120 and 130 out of a total of about 305-315 total faculty.

Student Desegregation at Tennessee State

Tennessee State reported a total of 95 non-black students in the fall of 1971, about 2.1 percent of the total enrollment. (See Table One). A majority of these were part-time graduate students. These figures do not include 42 white students enrolled in the joint TSU-UTN engineering program, because they began to take classes at TSU beginning in the winter term, but each of these students will take work at TSU as part of their total program.

Three new programs at Tennessee State had about half the white enrollment in the fall of 1971. None of these programs with substantial white enrollment are available at other schools in the Nashville area. Furthermore, some like dental hygiene, have high student demand for entry, and some, like correctional services, are programs that employers (in this case the State Prison system) urge their employees to take. Programs with these characteristics have more promise for desegregation than full-time undergraduate programs in conventional arts and science areas, which are duplicated in more

Table B
Enrollment in New Programs, Fall 1971

Program	Enrollment White	Enrollment Total	Percent White
Correctional Services (Undergraduate)	13	58	22%
Adult Education (Graduate)	30	66	45%
*Dental Hygiene	8	26	30%

*Joint program with Meharry Medical College. Meharry has operated a small program in previous years, this new joint program has not yet been approved by the Higher Education Commission.

than 15 public and private institutions in the Middle Tennessee area.

Some increase in white enrollment at Tennessee State in the fall of 1972 can be anticipated as a result of existing joint TSU-UTN programs. An increase in white enrollment is projected in the joint engineering program from 42 in 1971-72 to 60-65 in 1972-73. The Southeastern Regional Center for Pupil Personnel Services (a joint program in professional education) projects that 40 students, half of them white, will be taking work on the TSU campus and that 10 of them will be formally enrolled for credit.

Even if no increase from any other source occurs, the development of these joint programs should produce an increase of about 30 students or a 30% increase in white enrollment at TSU in the fall of 1972.

Four. Implementation of a Financial Aid Program to Increase Enrollment of non-blacks at Tennessee State. Tennessee State has budgeted $200,000 of state funds for student aid in 1971-72. For 1972-73 the governor has requested a doubling of

the student aid budget to $400,000; action by the General Assembly on the budget is expected within two or three weeks. Student aid will be distributed on the basis of need, but at least a third of the available state funds will be used for recruitment of whites at Tennessee State. If scholarship aid averages $500 per student, and if enough white students can be attracted to utilize all of the funds earmarked for that purpose, between 300 and 350 additional white students could be supported in 1972-73 at Tennessee State. Scholarship aid will not be limited to full-time students. Part-time students may also apply, but scholarship funds would be provided on a pro-rata basis for part-time students.

Five. Expanded Recruitment program for non-black students. Tennessee State will launch a much more intensive program to recruit white students, utilizing a full-time white recruiter, and involving white students and faculty where appropriate in visits to high schools, community colleges, and other potential sources of student enrollment. Information about the availability of financial aid, about the programs available, and about improvements in the quality of the institution will be provided to white students who will be encouraged to enroll at TSU.

Six. Improving the Physical Appearance of the Tennessee State Campus. Funds are already available from the State, and planning is underway to construct a new library ($2.5 million), and a new building for business administration programs ($1.1 million). The Governor has requested more than 1.9 million dollars for renovation of campus buildings, new lighting,

new parking facilities, and purchase of some substandard housing adjacent to the campus. The campus is now only three blocks from an interstate exit, and is easily accessible to commuting students from all parts of the metropolitan area. None of these projects will be complete by the fall of 1972, but a number of campus improvement projects should be completed during the 1972-73 school year.

Seven. All scheduled classes for the Nashville portion of the UT School of Social Work will be taught on the Tennessee State Campus, beginning in the fall of 1972. The operation of the school at Tennessee State will involve transfer of the classrooms, offices, and library for the graduate school of Social Work from U. T. Nashville to Tennessee State. Renovation of space for the offices and library, and transfer of the social work library probably cannot be completed by the fall of 1972, but all courses will be taught at Tennessee State beginning in the fall of 1972, with the total program to be transferred as soon thereafter as is possible. This will bring approximately 100 white students to the Tennessee State Campus, even though they will not be enrolled at TSU.

The implementation of the actions above should increase white enrollment from about 100 in the fall of 1971, to between 300 and 500 in the fall of 1972. This would mean between 7 and 11 percent of the students would be non-black. In addition, the School of Social Work enrollment will bring about 100 University of Tennessee students to the Tennessee State campus.

The above plan represents the agreements reached at this time among the defendants. There are other areas of program development and operation that are currently being explored by the defendants for possible implementation by the fall of 1972 which will enhance the desegregation of TSU. Among these are: (1) location of the graduate education program for the Davidson County area at the TSU campus, or (2) the development of a joint graduate education program between UTN and TSU, (3) the conducting of certain courses by TSU at certain off-campus locations, including the UTN building, and (4) the development of allied health programs at TSU (health care administration and planning).

TABLE I

NEGRO HEADCOUNT ENROLLMENT
IN PREDOMINANTLY WHITE TENNESSEE
PUBLIC INSTITUTIONS
TOTAL AND FRESHMAN, FALL TERMS 1969-1971

(Part A)

	Total Negro Enrollment			% of Total Enrollment		
	1969	1970	1971	1969	1970	1971
Austin Peay	191	220	269	5.8	6.2	7.0
East Tennessee[4]	143	181	210	1.6	1.8	2.2
Memphis State[4]	1777	2006	2309[1]	10.2	10.7	12.1
Middle Tennessee	193	242	277	2.6	3.0	3.2
Tennessee Tech	50	83	85	.8	1.3	1.4
Total	2354	2732	3150	5.4	5.9	6.7
Cleveland	54	205	193	3.4	10.7	8.9
Columbia[4]	107	109	153	8.8	8.2	11.5
Dyersburg	30	84	109	5.1	13.3	17.1
Jackson[4]	174	150	174	12.1	10.3	12.9
Motlow	33	46	53	6.2	5.9	6.2
Roane	--	--	11	--	--	3.4
Volunteer	--	--	63	--	--	10.9
Walters[4]	--	13	44	--	3.1	4.0
Total	398	607	900	7.4	9.3	9.6
Total State Board Insts.	2752	3339	3950	5.6	6.3	7.1
Chattanooga	264	314	406	7.0	7.2	8.4
Knoxville[4]	560[2]	635[2]	670[2]	2.4	2.7	2.6
Martin[4]	152	231	296	3.6	5.0	6.1
Memphis	18	28	27	1.1	1.6	1.5
Nashville[4]	123	112	248	7.4	5.7	8.7
Total UT	1117	1320	1647	3.2	3.6	4.1
Total All Institutions	3869	4659	5597	4.6	5.2	5.8
Tenn. State	4499	4362	4341	99.0	98.5	97.9

1/ Does Not Include Figures for UT/MSU Joint University Center
2/ Estimated 3/ Not Reported 4/ For 1971 the enrollees who did not report race were distributed by race in the same porportion as those who reported.

TABLE I

NEGRO HEADCOUNT ENROLLMENT
IN PREDOMINANTLY WHITE TENNESSEE
PUBLIC INSTITUTIONS
TOTAL AND FRESHMAN, FALL TERMS 1969-1971

(Part B)

	Negro Freshman Enroll.			% of Total Freshman Enroll.		
	1969	1970	1971	1969	1970	1971
Austin Peay	80	90	105	7.3	8.2	8.4
East Tennessee[4]	55	56	95[1]	1.9	3.3	3.1
Memphis State[4]	641	694	652[1]	12.6	14.2	13.0
Middle Tennessee	102	78	104	4.1	3.2	4.0
Tennessee Tech	26	36	37	1.4	1.7	1.8
Total	904	954	993	6.7	7.7	7.1
Cleveland	21	146	137	1.7	10.0	8.6
Columbia[4]	71	76	101	9.0	8.8	12.8
Dyersburg	30	64	72	5.1	14.0	17.6
Jackson[4]	145	121	115	13.4	13.1	15.3
Motlow	33	40	32	6.5	7.0	5.6
Roane	--	--	11	--	--	3.6
Volunteer	--	--	62	--	--	10.8
Walters[4]	--	13	36	--	3.6	4.6
Total	300	460	566	7.2	9.9	9.8
Total State Board Insts.	1204	1414	1559	6.8	8.3	7.9
Chattanooga	48	156[2]	154[1]	3.6	9.5	9.7
Knoxville[4]	230[2]	231[2]	231[1]	3.5	3.2	3.4
Martin[4]	80	117	138	5.1	6.8	7.4
Memphis	6	NR[3]	3	1.7	NR[3]	5.6
Nashville[4]	35	51	87	7.2	8.2	10.4
Total UT	399	555	613	3.7	5.0	5.5
Total Institutions	1603	1969	2172	5.6	7.0	7.0
Tenn. State	NR	1687	1686	NR	99.9	99.0

TABLE II

RACIAL COMPOSITION OF FULL-TIME EQUATED FACULTY
1968-69 - 1971-72

(Part A)

	FTE Faculty 1968-69			Change in Number of Black Faculty 69-70 Over 68-69
	Total	Black	% Black	
APSU	139.0	0.0	0.0%	+2.0
ETSU	451.0	2.0	0.4	-2.0
MSU[a]	620.0	2.0	0.3	+6.0
MTSU	305.0	1.0	0.3	+2.3
TSU	298.0	252.0	84.6	-12.0
TTU	286.0	0.0	0.0	0.0
Total: with TSU	2099.0	257.0	12.2%	-3.7%
without TSU	1801.0	5.0	0.3%	+8.3%
Cleveland	50.0	0.0	0.0%	+1.0
Columbia	53.0	0.0	0.0	+0.5
Dyersburg	--	--	--	+1.0
Jackson	62.0	2.0	3.2	0.0
Motlow	--	--	--	--
Roane	--	--	--	--
Volunteer	--	--	--	--
Walters	--	--	--	--
Total	165.0	2.0	1.2%	+2.5
UT Knoxville	1061.0	6.5	0.6%	+1.0
UT Chattanooga	--	--	--	+7.0
UT Martin	232.0	0.0	0.0	+2.0
UT Med. Units[b]	NA	NA	NA	+1.0
UT Nashville	59.0	1.3	2.1	+1.7
Total	1352.0	7.8	0.6%	+12.7
GRAND TOTAL: with TSU	3616.0	266.8	7.4%	+11.5
without TSU	3318.0	14.8	0.4%	+23.5

a/For all years reported, MSU has included professional staff
b/ Includes UTMRCH

TABLE II

RACIAL COMPOSITION OF FULL-TIME EQUATED FACULTY
1968-69 - 1971-72

(Part B)

	FTE Faculty 1969-70			Change in Number of Black Faculty 70-71 Over 69-70
	Total	Black	% Black	
APSU	140.0	2.0	1.4%	0.0
ETSU	461.0	0.0	0.0	+1.0
MSU[a]	710.0	8.0	1.1	0.0
MTSU	345.0	3.3	1.0	-0.3
TSU	284.0	240.0	84.5	-11.0
TTU	280.0	0.0	0.0	0.0
Total: with TSU	2220.0	253.3	11.4%	-10.3
without TSU	1936.0	13.3	0.7%	+ 0.7
Cleveland	60.0	1.0	1.7%	0.0
Columbia	54.0	0.5	0.9	+0.5
Dyersburg	21.4	1.0	4.7	+1.0
Jackson	76.0	2.0	2.6	+1.0
Motlow	24.5	0.0	0.0	0.0
Roane	--	--	--	--
Volunteer	--	--	--	--
Walters	--	--	--	+0.5
Total	235.9	4.5	1.9%	+3.0
UT Knoxville	1090.0	7.5	0.7%	+9.0
UT Chattanooga	161.0	7.0	4.3	-2.0
UT Martin	259.0	2.0	0.8	+2.0
UT Med. Units[b]	445.0	1.0	0.2	-1.0
UT Nashville	78.0	3.0	3.8	-1.4
Total	2033.0	20.5	1.0%	+6.6
GRAND TOTAL:				
with TSU	4488.9	278.3	6.2%	-0.7
without TSU	4204.9	38.3	0.9%	+10.3

a/ For all years reported, MSU has included professional staff
b/ Includes UTMRCH

TABLE II

RACIAL COMPOSITION OF FULL TIME EQUATED FACULTY
1968-69 - 1971-72

(Part C)

	FTE Faculty 1970-71			Change in Number of Black Faculty 71-72 Over 70-71
	Total	Black	% Black	
APSU	152.0	2.0	1.3%	+1.3%
ETSU	458.0	1.0	0.2	+4.0
MSU[a]	755.0	8.0	1.1	+9.3
MTSU	379.0	3.0	0.8	-1.0
TSU	283.0	229.0	80.9	-7.0
TTU	286.0	0.0	0.0	+1.0
Total: with TSU	2313.0	243.0	10.5%	+5.6
without TSU	2030.0	14.0	0.7%	+12.6
Cleveland	64.0	1.0	1.6%	0.0
Columbia	55.0	1.0	1.8	0.0
Dyersburg	31.0	2.0	6.5	-1.0
Jackson	70.0	3.0	4.3	-1.0
Motlow	33.5	0.0	0.0	0.0
Roane	--	--	--	+0.2
Volunteer	--	--	--	+1.0
Walters	22.0	0.5	2.3	-0.5
Total	275.5	7.5	2.7%	-1.3
UT Knoxville	1215.5	16.5	2.3%	-5.7
UT Chattanooga	205.0	5.0	2.4	0.0
UT Martin	255.4	4.0	1.6	-2.0
UT Med. Units[b]	451.0	0.0	0.0	+9.3
UT Nashville	71.7	1.6	2.2	+1.4
Total	2198.6	27.1	1.2%	+3.0
GRAND TOTAL: with TSU	4787.1	277.6	5.8%	+7.3
without TSU	4505.1	48.6	1.1%	+14.3

a/ For all years reported, MSU has included professional staff
b/ Includes UTMRCH

TABLE II

RACIAL COMPOSITION OF FULL-TIME EQUATED FACULTY
1968-69 - 1971-72

(Part D)

	FTE Faculty 1971-72		
	Total	Black	% Black
APSU	173.6	3.3	1.9%
ETSU	520.0	5.0	1.0
MSU[a]	917.0	17.3	1.9
MTSU	416.0	2.0	0.5
TSU	275.0	222.0	80.7
TTU	296.3	1.0	0.3
Total: with TSU	2597.9	248.6	9.6%
without TSU	2322.9	26.6	1.1
Cleveland	79.0	1.0	1.3%
Columbia	58.0	1.0	1.7
Dyersburg	35.3	1.0	2.8
Jackson	65.0	2.0	3.1
Motlow	34.6	0.0	0.0
Roane	18.0	0.2	1.1
Volunteer	30.0	1.0	3.3
Walters	29.5	0.0	0.0
Total	349.4	6.2	1.8%
UT Knoxville	1280.7	10.8	0.8%
UT Chattanooga	238.5	5.0	2.1
UT Martin	233.0	2.0	0.9
UT Med. Units[b]	445.1	9.3	2.1
UT Nashville	88.5	3.0	3.4
Total	2285.8	30.1	1.3%
GRAND TOTAL: with TSU	5233.1	284.9	5.4%
without TSU	4958.1	62.9	1.3

a/ For all years reported, MSU has included professional staff
b/ Includes UTMRCH

TABLE III

RACIAL COMPOSITION OF FULL-TIME
EQUATED PROFESSIONAL STAFF
1971-72

Institutions	Total FTE Profess. Staff	FTE Black Profess. Staff	% Black Profess. Staff
STATE BOARD SENIOR:			
APSU	19.0	1.0	5.3%
ETSU	27.0	0.0	0.0
MSU	220.0	6.0	2.7
MTSU	74.0	1.0	1.4
TSU	94.0	83.0	88.3
TTU	51.0	0.0	0.0
Total: with TSU	485.0	91.0	18.8
without TSU	391.0	8.0	2.0
COMMUNITY COLLEGES:			
Cleveland	19.0	1.0	5.3%
Columbia	16.3	0.5	3.1
Dyersburg	46.3	2.0	4.3
Jackson	9.0	1.0	11.1
Motlow	10.0	0.0	0.0
Roane	8.4	0.0	0.0
Shelby	6.0	2.0	33.3
Volunteer	11.0	0.0	0.0
Walters	7.0	1.0	14.3
Total	133.0	7.5	5.6%
UT SYSTEM:			
UT Knoxville	314.9	13.0	4.1%
UT Chattanooga	48.0	5.0	10.4
UT Martin	52.0	1.0	1.9
UT Nashville	24.5	1.5	6.1
UT Medical[a]	251.0	2.0	0.8
Ag. Exp. Station	19.0	0.0	0.0
Ag. Ext. Service	490.0	28.0	5.7
UT System Staff	167.5	1.0	0.6
Total	1366.9	51.5	3.8%
GRAND TOTAL: with TSU	1984.9	150.0	7.6%
without TSU	1890.9	67.0	3.5%

[a] Includes UTMRCH

APPENDIX C

INTERVIEW SHEET

INTERVIEW SHEET

The following questions embrace the areas that are to be covered in the interview. However, if you feel there are other items that have a significant bearing on the study which have been omitted from the interview sheet, please feel free to discuss those items. You need not respond to the questions in chronological order.

1. What do you conceive the State of Tennessee's plan to dismantle the dual system of public higher education to be?

2. What do you consider to be the strong points in the present plan to dismantle the dual system of public higher education in Tennessee?

3. What do you consider to be the weak points in the present plan to dismantle the dual system of public higher education in Tennessee?

4. What major difficulties, in your opinion, have been involved as the attempt has been made to implement the court order concerning the Tennessee State University-University of Tennessee, Nashville situation?

5. Do you have any recommendations regarding the Tennessee State University-University of Tennessee, Nashville situation and/or the court order that has been issued?

APPENDIX D

TSU FACULTY SENATE CRITIQUE OF STATE'S PLAN

THE FACULTY SENATE

TENNESSEE STATE UNIVERSITY

CRITIQUE OF STATE'S PLAN (MARCH 27, 1972)

IN GEIER VS. DUNN SUIT

(Adopted April 19, 1972)

The State's Plan of March 27, 1972, submitted in response to the Court's order of February 3, 1972, is a document devoid of wisdom and responsibility. In no way does it represent good faith compliance with the court order. The plan avoids the clear intent and instructions of the court to present a plan for the dissolution of the dual system of higher education in the State of Tennessee. To the contrary, the plan presented is consistent with the philosophy and the administrative and legislative acts which created the injustices and inequities in higher education in the State of Tennessee. Throughout, such subjective terms and phrases as "should," "may," "would," "probably," are used. This plan is subjective and conjectural, having been formulated by the State in an attempt to create an illusion of movement toward the desegregation of higher education while the weight of the evidence shows little progress save the insincere concentration upon desegregating Tennessee State University. We say again, the plan is devoid of wisdom and is irresponsible--it avoids the major constitutional question; it lacks equity.

The State notes in its plan that Tennessee State University has a greater faculty-student ratio than does any other university--a ratio of 1:16 at Tennessee State University,

compared to an average ratio 1:20 for all public universities. A fairer way to present this statistic would be institution by institution rather than a matching of Tennessee State University against the average. Even if a fair presentation were used, the point has no relevance to the court order unless the State is suggesting the need to reduce the number of Black faculty at Tennessee State University in order to increase the visibility of white faculty. However, this could not be the case since the State recognizes the need for such a higher faculty to student ratio at Tennessee State University. Further, the plan contains no remedy for an important problem related to desegregation, that of inequitable salaries. Since it is State policy to allocate funds for operational expenses, <u>including</u> faculty salaries, on the basis of student credit-hour production, faculty salaries at Tennessee State University are not competitive with those of other State Board institutions. This is to say, in general, that the higher the faculty to student ratio, the lower the faculty salaries. Certainly it is clear that its low faculty salary scale inhibits Tennessee State University's ability to compete for able faculty. The State is well aware of this injustice and the need to rectify it, yet the plan makes no gesture in this direction.

The plan ignores yet another crucial and fundamental issue related to equitable funding for Tennessee State University. Tennessee State University is a land-grant university. Largely, throughout its history, it has discharged its mission as a land-grant institution without the benefit of funds

allotted to the white land-grant institution in the State--funds to which it was entitled. It has, therefore, had to reallocate monies from other areas to support its land-grant program.

An analysis of the State Plan shows that many of its recommendations are based on questionable evidence. In several cases, conclusions reached are contradicted by the statistical evidence presented. For example, it gives the impression that Tennessee State University's genuine efforts at desegregation have been less substantial than those of other State institutions, when in fact the statistical tables presented clearly indicate the opposite to be true. Other such glaring errors are apparent even without close inspection. Some of them will be highlighted in the assessment which follows.

Faculty Desegregation at Tennessee State

Point One provides that Tennessee State University employ white faculty to fill all vacancies, insofar as it is practical to do so. Part of the background given as justification is in the following quotation taken from the introductory paragraph:

> ...A small but steady increase in black faculty at the predominantly white institutions has occurred, but there has not been an increase in non-black faculty at Tennessee State...

However, Table II, appended to the Defendants' Plan, indicates an increase of 3.9 percent in non-black faculty from 1968-1972 at Tennessee State University. This increase is larger than

any increase in black faculty in any other State institution. The statement is not only untrue but is misleading since it ignores the fact that Tennessee State University already had a faculty more than ten times as integrated as any other of the state's institutions of higher education. This, too, is clearly shown in the table.

Table II, Racial Composition of Full-time Equated Faculty, 1968-69 - 1971-72 (Defendants' Plan), shows the following:

NON-BLACK FACULTY AT TSU

1968-69	1969-70	1970-71	1971-1972
46	44	54	52

It is especially noteworthy that despite the fact that there was a continuing decline in the number of faculty at Tennessee State University from 1968-69 through 1971-72 the number of non-black faculty increased. In the academic year 1969-70, the year in which the Tennessee State University faculty suffered its greatest decrease, 16 members, there was only a decrease of two non-black faculty. This is amazing in light of the references to turnover of white faculty and the tenure status of black faculty. From 1969-70 to 1970-71 there was an overall cutback of one faculty position, but the number of non-black faculty was increased by 10 at Tennessee State University.

During the three-year adjustment period in which the Tennessee State University faculty decreased by 23 members, a gain of 6 non-black faculty took place, which in light of

tenure statistics in the State Plan seems more incredible and is certain evidence of rapid desegregation of the Tennessee State University faculty during a very critical period. On the other hand, over this same three-year period all predominantly white institutions showed a gain in faculty members totaling 1,640.1, a 49.43% increase. Only 3.33% of these were Black. Tennessee State University, with a 7.72% decrease in overall faculty, showed an 11.11% decrease in black faculty and a 13.04% increase in white faculty. Stated another way, Tennessee State University hired 81 faculty, of which 35.82% were non-black. It is obvious that under a severe cutback in number of faculty that the 3.9% net change in percent of non-black faculty at Tennessee State University overshadows the .7% net change in percent of black faculty among the predominantly white institutions over the three-year period indicated in Table II of the Defendants' Plan.

The implementation of Point One, without setting the same standard for other institutions, effectively blocks the entry of blacks into faculty employment anywhere in higher education in Tennessee. Predominantly white institutions of higher education in the State should be required to employ black faculty to fill all vacancies, insofar as it is possible to do so. Unless this is done, the victims of segregation are asked once again to bear the burden of integration. This fact is indicated clearly by Table II (Defendants'), which shows that black faculty, including those at Tennessee State University, constitute only 5.4% of all faculty state-wide. What is more important, if Tennessee State University is not included, the

Black representation in predominantly white institutions is 1.3%.

Table II (Defendants') reveals another startling fact. In 1968-69, before the drastic cutback in the Tennessee State University faculty, blacks comprised 7.4% of the faculty personnel in the State. Three years after Tennessee State University began a rapid desegregation of its faculty, the percentage of blacks on a full-time equivalent (FTE) faculty basis in the State had dropped to 5.4%. To make the pattern more apparent, we note that of the 1517.1 FTE faculty positions created since the 1968-69 school year, only 18.1 of those positions went to blacks. This is less than 1.2% of those positions, and some of these may not be full-time faculty. Point One of the State's Plan promises to accentuate and accelerate this disastrous phenomenon.

The State Plan speculates that the discriminatory policy it proposes for Tennessee State University will raise the total of non-black faculty to 35 or 40 percent over a three-year period. It does not mention what would seem to be its ultimate goal. Does the State plan to eliminate "black-faculty presence" at Tennessee State University? If not, what mechanism will it employ to guarantee that black faculty and administration will not disappear under this proposal?

The State has not dealt with the problem of increasing black faculty in higher education and shows little concern for increasing the number of faculty. The policy it dictates for Tennessee State University is discriminatory and unacceptable. To be equitable, the policy prescribed must include

all State institutions.

Another segment of Point One--that Tennessee State University hire "one or two white administrators in key academic positions as soon as vacancies occur"--is objected to on the same grounds as the proposal to hire only white faculty, insofar as it is practical to do so. A feeble attempt is made on the part of the State to justify this recommendation by the groundless assumption that white administrators will be instrumental in helping Tennessee State University retain the white faculty who are recruited. Does it also contend that black administrators are necessary for retention of black faculty at the other State institutions? We acknowledge the necessity for integration at all levels in public higher education--the integration of faculty, administration, and staff. Because we do and the law seems to require it, we single out for special attention the need to integrate the professional staffs and governing boards in the higher education system.

The State's recommendation concerning administrative positions should be rejected for several reasons in addition to those referred to above. One is that the State's proposal destroy's the rank, promotion, and job advancement pattern only at Tennessee State University and would adversely affect the careers of some, and the morale of all, of its present faculty. Another reason to reject the recommendation is that unless there is an adjustment in hiring practices in predominantly white institutions, the entry of blacks to administrative posts will not take place. It is obvious that until a

policy to adjust hiring at all State institutions of higher learning is developed, no such policy should be inflicted upon Tennessee State University.

Points Two and Three of the State's Plan call for a combined expenditure of $250,000 to increase the number of non-black faculty members at Tennessee State University. Tennessee State University has the most integrated faculty, but one of the least integrated student bodies. Its students are among those who have the greatest economic needs. We submit that a wiser use of the $250,000 would be to allocate it for recruitment and scholarships for white and black students to the end of integrating all State institutions. The State proposes to forget the victims of segregation as it purports to implement desegregation. This would give no relief to the plaintiffs.

Again, the State Plan shows a misunderstanding of the nature of the Court Order. It states that funds have been promised by the U. S. Department of Education. It is not to be expected that the federal government would allocate these funds if it understood that they are to be used in programs that would eliminate effective opportunities for blacks to obtain employment in higher education in the State of Tennessee. Certainly plans to dismantle the State's dual system of higher education which require funds cannot be expected to materialize on promises. The State does not propose an alternative in case funds are not forthcoming.

These two proposals take into account a great deal of the State's Plan for desegregating the faculty and students

at Tennessee State University. It cannot be expected that the State's speculation about attracting white students to Tennessee State University on the basis of these programs has merit. The State has been extremely short-sighted in its overall view of the intricate problems facing the desegregation of the Tennessee State University student body. In Point Six, it is implied by the defendants that improved maintenance of the Tennessee State University campus facilities will hasten desegregation. At the same time it proposes to implement Point Three of its plan, which will create another problem which could contribute further to the deterioration of the Tennessee State University campus. It proposes to increase the Tennessee State University faculty by 10 persons with the use of temporary funds from the U. S. Office of Education under the Title III Act. If the program is not funded again (there was no evidence to show it will be initially funded), Tennessee State University would be confronted with the problem of either releasing these recently hired non-black faculty or trying to absorb their salaries through an overall reduction in faculty salaries, a reduction in maintenance or some other university services. Both options, then, would mis-serve Tennessee State University, for it must either record a high white faculty turnover or allow areas in which there are present deficiencies to become exaggerated.

The faculty exchange program proposed by the State is simply "window dressing." The State through that proposal is trying to justify supplementing salaries to relocate black faculty temporarily and create an <u>artificial white presence</u> at

Tennessee State University.

Underlying all three of the State's programs for desegregating the faculty seem to be two basic assumptions: (1) that Tennessee State University must have a predominantly white faculty in order to offer quality education to non-black students, and (2) that a "white presence" in any form among faculty at Tennessee State University will increase the white student enrollment.

This program for desegregating the faculty at Tennessee State University has no merit. An equitable plan which should be taken seriously would concentrate not only upon the creation of a permanent white presence at Tennessee State University, but also upon the creation of a permanent black presence at the remainder of the State's institutions. In Nashville, an immediate resolution is at hand. The State should propose and the court should then order that all courses and programs at the University of Tennessee at Nashville become an integral part of Tennessee State University. Further, that the State should fully recognize Tennessee State University's status as a full-fledged land-grant university and rededicate it to serve the entire State. The State should further resolve to establish Tennessee State University as a comprehensive university with an additional but special mission to serve the citizens of Nashville and Middle Tennessee.

Student Desegregation at Tennessee State University

In Point Four the State proposes the implementation of a financial aid program to increase enrollment of non-blacks at

Tennessee State. The defendants attempt here to convince the court that strong action is being taken, that special funds are being provided to comply with the court order. They report that the Governor has requested a $200,000 increase in student aid for Tennessee State University for 1972-73 over that allotted for 1971-72. The Governor's recommendation was made prior to the court order of February 3. They omit reference to the fact that even with their recommendation the State will still fall short of funding Tennessee State University in the amount it requested for student aid based on the State formula. This request by Tennessee State University was based upon the need demonstrated by student body makeup and normal projections. Only one-third of those who qualify for financial assistance, including work-aid, are able to be accommodated. Now the defendants propose that Tennessee State University students bear the additional burden of recruiting white students by proposing that one-third of the total aid money be reserved for incoming white students. This is the most insensitive and calloused point of the plan. It adds insult to the injury and burden that Tennessee State University students who have been denied equal opportunity in higher education for years under the State's dual system must bear. With the first prospect of a nearly equitable economic opportunity for education within reach, we find the State closing those doors in an attempt to escape its constitutionally imposed duty. Rather than reduce aid to needy students who now attend or who plan to attend Tennessee State University, a

white student presence at Tennessee State University can be established in September by making all courses now offered at the University of Tennessee at Nashville carry Tennessee State University credits only--this as a first step in merging the University of Tennessee at Nashville with Tennessee State University.

Point Five of the State's Plan is not expanded recruitment for non-black students. Tennessee State University had already hired a white recruiter before the court order; but more telling, the State has not revealed that Tennessee State University had not had a recruiting program as such until January 1, 1970. It is obvious that an understaffed recruiting office cannot mount a viable recruitment program and the presence of a white recruiter does not in itself suggest a sound recruitment program. The proposal is inadequate, shows no creativity, and lacks indication of good faith compliance with the court order. Tennessee State University should be funded with a strong recruitment program to attract both white and black students, utilizing any innovative mechanisms designed to enhance the recruitment of whites.

Point Six of the Defendants' Plan calls for improving the physical appearance of the Tennessee State University campus. All of the improvements cited by the State were provided for or requested prior to the court order. This is not a response to the Court's order to establish a white presence on the Tennessee State University campus. Even to admit to this as a proposal to attract whites to Tennessee State University confirms the negligence of the State in its attention

to Tennessee State University and the low esteem in which it was held prior to the Court's order to recruit white students. There is nothing of substance in the point that indicates the State is moving to meet its constitutional duties.

Point Seven proposes that all scheduled classes for the Nashville portion of the University of Tennessee School of Social Work be taught on the Tennessee State University campus beginning in the Fall of 1972. It is, however, made clear (page 6, Defendants' Plan) that the program will remain administratively a University of Tennessee program. No indication is given as to how long such an arrangement is to last. As it stands, the arrangement smacks of tokenism.

The central problem of dismantling the dual structure of higher education is not addressed in this proposal, nor is the problem between the University of Tennessee at Nashville and Tennessee State University. The School of Social Work is a University of Tennessee-Knoxville operated program, located in Nashville and housed at the University of Tennessee at Nashville campus. The removal of the Social Work program from the University of Tennessee at Nashville campus in reality frees more space and facilities for the University of Tennessee at Nashville to encroach further upon the educational rights of Tennessee State University by developing other programs. The effect of its expansion will be to keep Tennessee State University a neglected black public institution of higher learning.

We conclude from our assessment that the Defendants have not been moving toward dismantling the dual system in higher

education in the State of Tennessee. Such a process would have among its central purposes certain fundamental goals to be carried out in such a way as to assure fruition. These goals are:

(1) Provision for new and better educational opportunities for black students who even in 1972 constitute a disproportionately small percentage of those receiving higher education in Tennessee (19% in higher education).

(2) Parity in higher educational employment opportunities, including all levels from junior faculty to top administrators.

(3) Eliminating and then proscribing the duplication by the University of Tennessee at Nashville of existing programs at Tennessee State University, in the short run.

(4) The merger of the University of Tennessee in Nashville as a part of the Tennessee State University, in the long run.

The State's Plan, if implemented, would sow additional and unnecessary seeds of suspicion and fear in many parts of the State. The optimum plan for desegregation of Tennessee State University must be aimed toward the ultimate dismantling of the dual system of higher education in Tennessee.

APPENDIX E

RESPONSE OF TENNESSEE STATE UNIVERSITY TO THE COURT ORDER OF FEBRUARY 3, 1972 IN GEIER VS. DUNN CASE

RESPONSE OF TENNESSEE STATE UNIVERSITY
TO THE COURT ORDER OF FEBRUARY 3, 1972
IN GEIER VS. DUNN CASE

July 18, 1972

After careful review of the State's Plan for implementing the February 3, 1972, Court Order in Geier vs. Dunn--and in light of the difficulties inherent in effecting the desegregation of a predominantly black public institution in a community in which there is also located a traditionally white public college--we have concluded that the Plan is inadequate to bring about the "dismantling of the dual system of higher education" in Tennessee, as the Court has mandated. We speak specifically about the difficulty of desegregating Tennessee State University in competition with the expanded facilities and curricula at the University of Tennessee Center in Nashville. There is ample evidence to prove that where freedom of choice is afforded, white students opt for enrollment at traditionally white higher institutions--as is the case in public elementary and secondary school attendance.

Tennessee State University was founded in 1912, and its present program includes a wide range of curricular offerings. Moreover, it has a history of important services to the State. The UT Center in Nashville was initiated in 1947 as an extension center with the goal of providing educational programs--primarily in the evenings--to employed persons. Ironically at the same time when TSU was accelerating recruitment of white cli-

The Court has recommended--and the State Plan purports to effect implementation of that recommendation--that establishment of a "white presence" through employment of more white teachers at TSU would accelerate the desegregation process. In our opinion this is a questionable, if not fallacious, assumption. Since 1968 there has been a steady increase in the number and percent of white faculty at TSU--according to statistics in the State's Plan, whites in 1971-72 comprised 13% of the University's faculty; however, approximately 2% of the enrollment consisted of white students (2% were non-black). Fisk University, a private, traditionally black college in Nashville, was established by whites with an all-white faculty; the institution had a white president until fairly recently and a predominately white faculty through most of its history--and yet approximately only about 1% of its present student body is white. Here again can be pointed up the fact that given a choice, whites will enroll at traditionally white institutions. Fisk is in competition with nearby predominantly white private institutions that have similar tuition rates and similar offerings.

The State's proposal to use $200,000 of the student aid money allocated to Tennessee State University to recruit white students is, in our opinion, not within the interpretation of what was to be accomplished when the Governor asked for a doubling of the appropriation for scholarship aid to the University. If the State allocates additional funds for this special recruitment--which in principle is basically sound--we would have no objection to this aspect of the Plan. Tennessee State University

enrolls more students who come from families whose annual incomes are within the poverty level than does any other public degree-granting institution in the State. It is only logical, therefore, that funds for student aid be increased beyond allocations of previous years. According to the May 18, 1970, issue of For Your Information, a publication of the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges, "The financial aids program at Tennessee State University can support only about a third of the University's needy students." This is just as true today as it was then.

There is documentation of the serious efforts of Tennessee State University to recruit white students. Our meager success has largely been in the enrollment of part-time graduate students--practically all from the Nashville area. For example, 17.25% of students enrolled in our evening courses in 1970-71 (when a study was made of the black-white ratio at Tennessee State University) were white; but whites constituted less than 1% of the regular full-time student enrollment during the same period. A common feature in situations where traditionally black institutions have been successful in integrating their student bodies is that white students started attending the black institutions initially at night on a part-time basis. Examples of this are found in the desegregation of public education in Kentucky, West Virginia and Missouri. We contend that the desegregation of Tennessee State University would have been effected several years ago had there not been

competition from a white public institution in Nashville, which offered similar curricula and charged similar fees.

It is now evident that Tennessee State University, acting alone, has not been able to bring about the desegregation of its student body. We believe that the time has come for these efforts to be initiated and nurtured at the highest levels of State government.

The Court Order of February 3 makes specific reference to the question of the "feasibility or non-feasibility of a merger or consolidation of Tennessee State University and UTN into a single institution." We propose here that UTN be merged with and become a part of Tennessee State University, and further, that Tennessee State University be given exclusive control of all public higher education in Metropolitan Nashville. This positive action would permit the State of Tennessee to engage in sensible planning for and development of a viable higher educational system for all citizens in the State. Such a merger of UTN's operations into the long-established program of Tennessee State University would be economically sound, morally right, and in keeping with the basic Constitutional principles.

Such a merger would permit Tennessee State University to gain some of the prestige within the Tennessee Higher educational enterprise which it has been denied in the past, notwithstanding its excellent record of public service. The racial composition of all public higher institutions in the State is the result of the traditional dual system of education, which,

until recent years, the State itself imposed by legal means and promoted in its administrative structure and practices. For decades, TSU was the only public institution of higher education in the State in which Negroes were permitted to enroll. Since its beginning, it has been inequitably financed. At its creation as one of four public institutions in the State, the University received only one-seventh of the total funds appropriated, while the other three schools established at that time shared equally in the remaining funds. TSU has never received a fair share of allocations by the State and Federal governments for land-grant institutions. Moreover, so far as we can determine, Tennessee State University has never received Federal land as endowment to help finance its development as was the case for the 1862 land-grant college in the State. Even recently when similar institutions were established in Hawaii and Alaska, they received dollar grants in lieu of land.

Notwithstanding the handicaps wrought by the unjust allocation of fiscal resources, it is a well-documented fact that Tennessee State University has contributed mightily to the store of productive citizens in Tennessee and the nation. In a recent speech, Commissioner of Education, Sidney P. Marland, said in speaking of Tennessee State and the other traditionally black colleges:

> In viewing the achievements of this remarkable group of institutions I think it only appropriate to paraphrase Churchill's words in praise of the Royal Air Force in 1940 when the scourge of Hitlerism threatened his people and civilization itself--

never did so many owe so much to so few.

The merger would, for the first time, place Tennessee State University in a position where it could move forward "from strength" to provide high quality educational programs and services for the people of Tennessee.

We do not believe it was the Court's intention that in ordering the dismantling of the segregated system, wider access to higher education by blacks was to be thwarted, even though it requires the establishment of a "white presence" at Tennessee State University. To construe that requirement to mean the reduction rather than the expansion of opportunities for equal access by blacks to Tennessee's public institutions of higher learning would, in our opinion, be a distortion. It would appear then, that the State's efforts to comply should be a two-fold commitment--to assure greater opportunities for blacks to receive college and university level education while, at the same time, making a serious effort to desegregate higher education. A proportionate share of blacks to whites in public higher education in Tennessee would require a doubling of black enrollment.

Of paramount importance is the fact that in the school year 1971-72, blacks comprised only 5.8 percent of the student population at four-year State higher institutions other than Tennessee State University. The following breakdown of black enrollments in these institutions is significant.

	Percent Black in Student Population
Community Colleges	9.6
Institutions under the State Board	6.7
U. T. System	4.1

This paucity of blacks in public higher institutions in Tennessee other than TSU is alarming, notwithstanding the court's opinion that "the desegregation progress of the predominantly white institutions has been steady." An accurate calculation of the blacks receiving degrees from UT and State Board institutions very likely presents an even more depressing picture.

There is ample evidence to support the fact that Tennessee State offers quality programs. With adequate financing in this transitional period, the University could be developed into an outstanding center of excellence for citizens of the State. In addition to regional accreditation, several of its professional programs--education, music, social welfare, extension education--are approved by National Accrediting agencies. Tennessee State University's School of Engineering was evaluated in early Spring by the Engineering Council for Professional Development. The University is developing breadth and strength in all areas and has initiated new programs recently in such important fields as: Allied Health, Correctional Services and Adult Education. Proposals for academic programs in new career opportunity areas are being developed in other fields such as: Transportation, Early Childhood Education, Communication Arts, and Health Care Administration

and Planning.

Of equal importance is the fact that Tennessee State University truly can be called the "People's institution" within the State system. Many youth cannot profit from an elitist approach to learning--such as is offered at the larger and more prestigious universities; moreover, for various reasons, among them racial prejudice, many would not be accepted for enrollment at those institutions. For example, at the University of Tennessee, in such professional areas as law, medicine, and architecture, there are few, if any, blacks. We have demonstrated at Tennessee State University that we can enroll "high risk" students and move them rapidly toward completion of college work. This is achieved through implementing a philosophy and approach with respect to remediation of educational deficiencies that identify and use instructional procedures which facilitate more effective classroom communication among teachers and students--centered around college level content. The effectiveness of this program is due in part to instructional procedures which incorporate the use of multi-media, small class groups, and syllogistic reasoning. We conduct also an honors programs for students who can profit from a substantially enriched program, and we serve a large number of "average" college students.

In highly technical fields such as Engineering, Biological and Chemical research, and the like, our graduates have established excellent reputations. The records of our graduates who attend professional schools have been outstanding.

Tennessee State University alumni are making unusual contributions to society in such areas as government, business, education, science, athletics, and theatre, journalism, the judiciary, medicine, religion and engineering. Since the ultimate goal of higher education is to graduate a productive citizen, we believe this competency at Tennessee State is a valuable asset to the State. Tennessee State University represents a critical mass of skills and competencies applicable and available to any student--white or black--handicapped by virtue of poverty, racism, or other disadvantages; or free of such limitations. Should this critical mass be dissipated in any way, a large number of students--especially black--would get inadequate preparation. The State can capitalize on these competencies at Tennessee State University by effecting, under TSU aegis, a satisfactory system of post-secondary training for a large segment of the population.

There exists at Tennessee State University a wide range of human resources that, given the appropriate impetus, could be used in alleviating many of the problems which exist in our community. Related to this is the observation made by Heald, Hopson and Associates, a reputable consulting firm which was employed by the Nashville Chamber of Commerce to study the feasibility of establishing a research center in Nashville. The report of the Chamber contained the following statement about Tennessee State University.

> This institution has major potential for providing leadership and resources in dealing with some

> very difficult community problems. While the University has always been a part of Nashville, it has never been too deeply involved in working on the problems of Nashville. With recent change in the University's administration, there will probably be a major shift in emphasis, with the University developing a new and needed program to meet the community's needs. Tennessee A. & I. has more breadth and depth to engage in this type of community service programming, and to develop the kind of leadership necessary, than any other school in Nashville.*

Several states have begun similar moves to dismantle dual higher education systems. North Carolina, for example, is moving ahead to effect desegregation by encouraging two traditionally black colleges to enroll more whites. At Winston-Salem State College, a downtown center has been established in which the majority of students are white. Fayetteville State College is offering at Fort Bragg and Polk Air Base courses formerly offered under the direction of North Carolina State University. The State Board has approved Fayetteville State's taking over complete responsibility for these programs in 1973.

The following generalizations support our recommendation that UTN programs be merged into the Tennessee State University curriculum:

1. It would demonstrate in no uncertain terms that the State is moving, in good faith, toward dismantling the dual system of higher education in Tennessee.

2. It would permit the State to expand educational

---

*Nashville Area Chamber of Commerce, Planning for the Future: Greater Nashville Feasibility Study for Research Development, Nashville, Tennessee.

opportunities for blacks at the same time that the system is being desegregated.

3. It would permit nurture of an institution with an established program of quality, which is flexible and geared to meet the needs of students with varying backgrounds.

4. It would permit Tennessee State University to continue its distinctive and established goal in higher education.

The Tennessee Board of Regents in Tennessee, along with other State agencies, can work out administratively such a merger of UTN into TSU so that the students at the former institution would not have difficulty in changing their enrollment, and that academic programs and other services could be consolidated in an efficient manner and without loss to students, faculty, or the City of Nashville.

We propose that the newly established Board of Regents control Tennessee State University and its merged Evening Center (formerly UTN). The following positive results would be effected:

1. Addition of approximately 88 white faculty, something in excess of 2000 white students, 3 black faculty and approximately 240 black students to the Tennessee State University community. This would immediately make TSU the most racially integrated public institution of higher education in the State.

2. The financial strength of TSU would be enhanced considerably inasmuch as the budget allocated to UTN would be under Tennessee State's administration. The significance of this point is that it is generally less costly to operate an evening program than a full-campus program; and yet, credit-hour production appropriation is the same for both type of operations.

3. Many present overlapping expenditures would be eliminated, although there is no plan in the beginning for displacement of any full-time personnel in either program. Immediate economies can be effected, however,

through elimination of some part-time faculty at both institutions.

4. Opportunity for students now enrolled at the Center --and those who will enroll in the future--to undertake a wider range of offerings which are currently under way at Tennessee State University.

5. Faculty and students now asscciated with the Center would have opportunities for involvement in the many Federally-sponsored research and training projects which TSU directs, and which are not now available at the Center

6. Transportation will be provided for easy accessibility between the two campuses--thus enabling students at the Center to make use of library and cultural activities at TSU, as well as larger and better equipped laboratories.

7. During the day, facilities of the Center will continue to be available to the State for in-service training programs.

While the above are realisitic advantages that can accrue from the merger of UTN into the program of Tennessee State University, it is recognized that without careful planning, sincere efforts, and other support from all levels of government, a successful operation will be difficult but not impossible, to achieve. We believe this arrangement should be entered into in a spirit which has been proposed by U. S. Commissioner of Education Sidney P. Marland, who said:

> All Americans are in debt to the predominantly black institutions, for in redeeming their own people, they are helping in the redemption of our entire society. They are making possible a coming together of the races--if not yet on the basis of love, then on the foundation of respect and understanding, which condition, I suspect, must precede the former.
>
> ...(Black institutions) are unalterable a vital national resources, upon which we all should and do look with an abiding sence of pride and respect.

Our track record at TSU has been established. It is one of which we are proud. It was made under rules that prevented full utilization of our capabilities and the full development of talents. But this is a new day in Tennessee and in this nation. We have high, but reasonable aspirations. We have faith in our society. We want an opportunity to serve the citizens of Tennessee fully--and to develop our facilities and resources fully in order to accomplish this goal.

This proposal, in our opinion, is sound. The merger of UTN into the TSU program is feasible as a means of dismantling the dual system of higher education in the State of Tennessee.

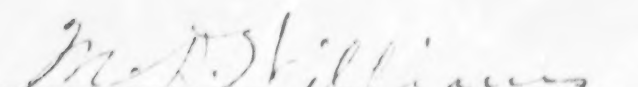
ABSTRACT

AN ANALYSIS OF THE PROCESS OF DISMANTLING THE DUAL SYSTEM OF PUBLIC HIGHER EDUCATION AS RELATED SPECIFICALLY TO TENNESSEE STATE UNIVERSITY AND THE UNIVERSITY OF TENNESSEE IN NASHVILLE, TENNESSEE

by

Katie Kinnard White

BS, Tennessee State University, 1952
MS, Tennessee State University, 1959



Malcolm D. Williams, Ed. D., Advisor
Dean, School of Education, Tennessee State University
Nashville, Tennessee

A Dissertation submitted in partial fulfillment of
the requirements for the degree of
Doctor of Philosophy

Walden University
June, 1976

ABSTRACT

The purpose of this study was to gather and analyze information concerning the process of dismantling the dual system of public higher education as related specifically to Tennessee State University (TSU) and the University of Tennessee at Nashville (UTN).

The mai- objectives of the study were to determine:

(1) The general status of predominantly black institutions in the total nationwide educational spectrum;

(2) The historical information about TSU and UTN pertinent to the dismantling controversy (Geier v. Dunn Court Case) in Nashville, Tennessee;

(3) The plan being implemented in dealing with the dual system of public higher education in Nashville, Tennessee;

(4) The general views of school administrators and State officials with regard to dismantling the dual system of public higher education in Nashville; and

(5) The success of efforts to dismantle the dual system of public higher education in Nashville.

Analysis of information concerning the status of black colleges indicated that the black colleges were rapidly losing status in the total nationwide educational spectrum and they were educating a smaller percentage of college graduates than was the case a few years earlier.

From information gathered, it was found that original missions of TSU (to educate Negroes in the State) and UTN (to provide education for working people--restricted to whites)

were quite different, however, these missions were altered when the court issued the order to desegregate.

From the data gathered, it was determined that there was no official plan for dealing with the dual system of public higher education in Nashville although portions of the Tennessee Higher Education Commission Plan were being implemented. This plan, however, was far from acceptable by many of the persons involved.

From analysis of information gathered through interviews, it was found that school administrators and State officials did not have parallel views on the best course to take in dismantling the dual system of public higher education in Nashville. However, most felt that the dual system of public higher education in Nashville could not be handled adequately unless all higher education institutions in the State were equally involved in the dismantling process. Further, the administrators and State officials felt that the dismantling controversy (Geier v. Dunn Court Case) had been in existence without resolution far too long and that the Judge should issue an order so that those involved would know whether they were or were not moving in an acceptable direction.

It is recommended that follow-ups of this study be made and that information obtained be utilized to improve the educational atmosphere in the State of Tennessee.